INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1982

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

Editors/Rédacteurs
J.F. Houwing
A.M. Kristjanson

Association of Universities and Colleges of Canada
Association des universités et collèges du Canada
Ottawa 1982

ISSN 0318-8329

© Copyright Canada 1982

Association of Universities and Colleges of Canada
151 Slater Street, Ottawa, Canada, K1P 5N1

Association des universités et collèges du Canada
151, rue Slater, Ottawa, Canada, K1P 5N1

$6.00 post free/port payé

INTRODUCTION

The purpose of the *Inventory of Research into Higher Education in Canada* is to serve as a link between researchers by providing them with information on research projects concerned with post-secondary education, which are being carried out or have recently been completed. The present edition of the *Inventory*, the tenth since 1972, describes some 250 such projects which have been reported by researchers in universities, community colleges, educational organizations and government departments and agencies.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of researchers;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case important changes were reported.

March 1982

J.F.H.
A.M.K.

INTRODUCTION

Le but de l'*Inventaire des recherches sur l'enseignement supérieur au Canada* consiste à servir de lien entre les chercheurs en leur fournissant des renseignements sur les travaux de recherche en cours ou récemment terminés dans le domaine de l'enseignement post-secondaire. La présente édition de l'*Inventaire*, la dixième depuis 1972, renferme une description d'environ 250 de ces travaux dont nous ont fait rapport des chercheurs des universités, collèges communautaires, organisations d'éducation et ministères et organismes gouvernementaux.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels, ailleurs que chez les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Mars 1982

J.F.H.
A.M.K.

TABLE OF CONTENTS/TABLE DES MATIERES

INTRODUCTION *iii*

A GENERAL/GENERALITES 1

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE 9

Costs; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT 21

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT 35

Classification; characteristics; employment conditions

Classement; caractéristiques; conditions d'emploi

E STUDENTS/ETUDIANTS 37

Characteristics; socio-economic background; behavior, educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE 47

Adult learning; curriculum; off-campus instruction

Education des adultes; programmes d'études; enseignement à l'extérieur du campus

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES 53

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS 55

A GENERAL/GENERALITES

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development.

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) A sense of proportion: the history of biblical studies in Canada. b) Examination of the shift from biblical language studies to biblical studies in the critical sense; the institutional development of biblical studies and influences of German, British and American scholarship; the founding of the CSBS and relations to other professional associations; the growth of religious studies in Canadian institutions and the connection to biblical studies; and trends in publication and scholarly interests. c) Nov. 1981. d) John S. Moir, Dept. of History, Scarborough College, University of Toronto, 1265 Military Trail, West Hill, Ont. M1C 1A4. f) To be published May 1982 by Scholars' Press.

A2 a) McMaster University Volume 2/The early years in Hamilton, 1930-1957. b) The second volume of McMaster's history studies the university from its removal from Toronto to Hamilton in 1930 down to its reorganization in 1957 as a private, non-denominational institution. c) 1981. d) C.M. Johnston, Dept. of History, McMaster University. f) University of Toronto Press, 1981, $25.00.

A3 a) History of the University of Saskatchewan. b) A social, intellectual, institutional and constitutional history of the university from its founding to the present day. c) 1984. d) J.M. Hayden, Dept. of History, University of Saskatchewan.

A4 a) The independence of the university and the support of the state. b) Project designed to examine and evaluate the manner in which university autonomy is maintained in the face of state support in Ontario, Sweden and Alberta, and to understand philosophically the doctrine of university autonomy and its connections with freedom of research, teaching and learning. c) April 1982. d) Ian Winchester, Ontario Institute for Studies in Education.

A5 a) Survey of organization and operations of offices of institutional research/planning/analysis in Canadian universities. b) The survey aims at producing a reference document in the form of an "inventory" of the organization and operation of offices whose primary responsibility is to obtain, analyse and provide executive management information related to institutional planning, policy making and problem solving. c) March 1982. d) Eric A. Hillman, Office of Institutional Research, University of Calgary.

A6 a) Access to opportunity 1905-80. b) The book traces the development of private and public post-secondary education in Alberta from its origin

A GENERAL/GENERALITES

early in this century, with particular attention to the role of government policies as reflected in the establishment and maintenance of post-secondary educational institutions. The concluding chapter presents a synthesis of the lessons learned from past experience and discusses the impact of this experience upon the future. c) April 1981. d) D.E. Berghofer and A.S. Vladicka, Alberta Advanced Education and Manpower, Devonian Bldg., 7th Floor, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1. f) Published in book form by Alberta Advanced Education and Manpower.

A7 a) Evaluation of federal funding of labor education in Canada, parts 2 and 3. b) In 1977 the federal government entered into contracts with five labor federations to provide financial assistance to labor education. Provisions were also made for financial support of independent unions, individuals and post secondary institutions. A preliminary evaluation was completed in 1980. This project deals with the third and fourth years and will produce a combined report, with selected international comparisons. c) March 1982. d) David Abbey and Alan M. Thomas, Ontario Institute for Studies in Education.

A8 a) Training and education for the professions in Ontario. b) Growth of formal training for professional occupations in 19th and 20th century Ontario; relationships with high schools and colleges; relationship to licensing and certifying bodies; the politics of professionalization; relationships between occupations and their professional schools. c) In progress. d) R.D. Gidney, J.D. Purdy, R.J. Clark and G. Lambert, Fac. of Education, University of Western Ontario.

A9 a) Community and university: a study of community attitudes toward the University of Prince Edward Island. b) Report on the results of a survey on the attitudes of the Islanders to UPEI. The survey included evaluative statements on faculty, students, academic and extension programs, campus facilities and university-community relations. Factors associated with attitudes have been analysed. Results are compared with those of a similar, 1975 survey. d) Satadal Dasgupta, Dept. of Anthropology, University of Prince Edward Island. f) Published in Leslie Harris, *The University of Prince Edward Island: ten years later*, UPEI, 1981.

A10 a) Report of the Committee on the Future Role of Universities in Ontario. b) Review of the present university system and recommendations for the system during the 1980s. c) Aug. 1981. d) Committee on the Future Role of Universities in Ontario, H.K. Fisher, chairman, Ministry of Colleges and Universities, 22nd Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2. f) Available from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M5S 1Z8.

A11 a) Self-interest in small group learning: the educational implication of Hobbes' political teaching. b) Small group learning may be described as a democratic institution in that it hands over to the students primary responsibility for the course of their own learning. Such learning with attendant assumptions about human character and knowledge is made possible by the teachings that helped bring democratic nations into being. In studying Hobbes one is drawn close to the theoretical roots of democracy and hence to what properly

A GENERAL/GENERALITES

constitutes small group learning. The purpose of this project is to understand Hobbes' teaching for the sake of understanding the theoretical foundations of small group learning. c) Sept. 1981. d) A.E. Combs and K.H. Post, Dept. of Religious Studies, McMaster University.

A12 a) Interuniversity organization: a comparative case study, Ontario and the United Kingdom. b) Comparative case study of the dynamics of inter-institutional cooperation in higher education. The primary comparison is between the Council of Ontario Universities and the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom; similar organizations in Europe are also studied. c) End 1981. d) G. Grant Clarke, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

A13 a) Training needs and opportunities in human resource management in Canada. b) The study examines the degree to which there is a match between training opportunities in human resource management in universities and the expressed training needs by personnel managers and specialists. It identifies universities most active in providing undergraduate and graduate human resource management courses. Biographical and career profiles of personnel management practitioners are outlined and compared with their perceived training needs and career aspirations. Alternative ways of increasing the match between training needs and opportunities in order to improve technical and professional knowledge and skills are discussed. c) In progress. d) M.N. Kiggundu and R.N. Kanungo, Fac. of Management, McGill University.

A14 a) Memorial College and the Mainland, 1925-1949. b) From its beginning, Newfoundland's Memorial University College, by its faculty appointments and extramural affiliations, steered a course toward integration with the Canadian college system. c) 1981. d) Malcolm MacLeod, Dept. of History, Memorial University. f) *Gazette*, Memorial University, 26 March and 9 April 1981.

A15 a) Educational links between Newfoundland and the Mainland, 1870-1949. b) In the 20th century, Canadian colleges, especially those in the Maritimes, replaced British institutions as the main sources of advanced education and training for students from Newfoundland. c) 1982. d) Malcolm MacLeod (see above).

A16 a) La pédagogie universitaire des années 80 au Québec. b) Analyse des tendances lourdes et des faits porteurs d'avenir dans la société québécoise actuelle pour en dégager une prospective des défis et enjeux de la pédagogie universitaire dans les années 80. c) Mai 1981. d) Gilbert Leclerc, Direction générale de l'éducation permanente, Université de Sherbrooke. f) *La Revue de l'AUPELF*, au cours de 1982.

A17 a) L'éducation des groupes minoritaires au Québec: une étude des attentes éducatives. b) La recherche examine les perceptions du système scolaire québécois et les attentes vis-à-vis de ce système qu'ont les leaders des principaux groupes ethno-culturels du Québec. Les sources des données sont les documents publiés par les groupes eux-mêmes, la presse ethnique et une enquête par questionnaire menée auprès des leaders des groupes ethniques.

A GENERAL/GENERALITES

c) Juin 1982. d) Michel Laferrière, Fac. des sciences de l'éducation, Université McGill; Huguette Van Dromme, Education, Université du Québec à Montréal.

A18 a) A history of women at McGill University. b) Account of the struggles for admission to McGill College and the subsequent battles for acceptance in the various professional faculties. The underlying ideas about woman and her status and role in society. The feminist movement at McGill and the achievements of individual women graduates. c) 1981. d) Margaret Gillett, Fac. of Education, McGill University. f) *We walked very warily*, Montreal: Eden Press Women's Publications, 1981. xx, 476 p.

A19 a) Leacock and the ladies of R.V.C. b) Report on Stephen Leacock's attitude toward women in academe. c) 1981. d) Margaret Gillett (see above). f) *McGill Journal of Education*, XVI, 2 (Spring 1981), 121-129.

A20 a) Prison education in Canada. b) Critical analysis of the philosophical presuppositions of Canadian prison education. c) Ongoing. d) J.W. Cosman, Correctional Service of Canada, 340 Laurier Ave. W., Ottawa, Ont. K1A 0P9. f) *Learning*, 2:4, Summer 1979; *Education Canada*, 20:1, Spring 1980.

A21 a) Review of SSHRCC support of research in education. b) Studies by the Canadian Society for the Study of Education, the Canadian Society for the Study of Higher Education and the Canadian Association of Deans of Education to examine educational applications and other relevant documents covering the period 1976-80 and synthesize the views of educational researchers on possible roles for SSHRCC, areas of priority, and availability of qualified researchers and their current level of activity. A final report based on these studies will suggest a role and procedures for its implementation. c) March 1982. d) I. McKellar, Social Sciences and Humanities Research Council of Canada, 255 Albert, Ottawa, Ont. K1P 6G4; M. Wisenthal, 5A-300 Driveway South, Ottawa, Ont. K2P 1E8; J. Andrews, CSSE, Fac. of Education, University of British Columbia; E. Sheffield, CSSHE, 104-1275 Richmond Road, Ottawa, Ont. K2B 8E3; J.J. Stapleton, CADE, Fac. of Education, Lakehead University.

A22 a) Research on post-secondary education in Canada. b) Review to contribute to the assessment by SSHRCC of its role in the support of educational research: scope; organizations and individuals involved in research on post-secondary education; some generalizations, observations and suggestions; dissemination; and the role of SSHRCC. c) Nov. 1981. d) E. Sheffield (see above).

A23 a) Educational research in Canada: aims, problems and possibilities. b) Initiated by SSHRCC, the report examines the state of the art in educational research. It is based on interviews with deans of faculties of education and a questionnaire designed to elicit information about funded projects conducted in the faculties during 1980-81, and contains recommendations to improve the research capacity and productivity of faculty members in education. c) Dec. 1981. d) J.J. Stapleton, Fac. of Education, Lakehead University, et al.

A24 a) To speak with one voice: an account of university-government interface as reflected in the history of the AUCC. c) Early 1982. d)

A GENERAL/GENERALITES

Gwendoline Pilkington, RR 1, Belleville, Ont. K8N 4Z1. f) To be published in soft cover format.

A25 a) Task Force on Scholarship and Research in a Faculty of Education. b) To establish a working definition of scholarship and research in a faculty of education, to recommend functional steps to enhance their productivity, and to consider what the interactions should be between scholarship and research and the undergraduate and continuing roles of a faculty of education. c) June 1982. d) Orest Cap, Alexander D. Gregor, Kenneth Osborne and William Schulz, Fac. of Education, University of Manitoba.

A26 a) Survey of patent policies at Canadian universities. b) Three-page report providing information on the patent policies of 29 universities. c) 1981. d) John C. Beal, Research Services, Queen's University. f) Presented to the 1981 Annual Meeting, Canadian Association of University Research Administrators.

A27 a) A comparative study: relative opportunities for women in CIAU - 1978-81. b) The 26-page report contains comparative data on women in inter-university athletics at the athlete, coach and administrator level. It will be updated annually. c) 1981. d) Canadian Interuniversity Athletic Union, 333 River Road, Ottawa, Ont. K1L 8B9.

A28 a) Inter-governmental agencies in education in federal countries. b) Examination and analysis of the organization, activities and accomplishment of inter-governmental agencies in education, such as councils of ministers of education, in five federal countries (Canada, USA, Australia, West Germany and Switzerland). c) June 1983. d) John J. Bergen, Fac. of Education, University of Alberta.

A29 a) Adult education theses: Canada. b) Listing of 451 masters' and 106 doctoral adult education theses, completed up to and including 1980, based on responses from 11 universities. Doctoral theses are annotated according to generic research design and data gathering and handling method. To describe the studies, 648 descriptive indicators are cross-examined. Eleven tables summarize the data, including theses completed by year and university. Annual supplements will be added. c) Spring 1981. d) James A. Draper, Ontario Institute for Studies in Education. f) Publication Sales, OISE Press, $6.00.

A30 a) Historical writing and Canadian universities: the state of the art. b) A review essay of several recent histories of Canadian universities. c) 1981. d) Paul Axelrod, Dept. of History, Queen's University. f) *Queen's Quarterly*, Spring 1982.

A31 a) Businessmen and the building of Canadian universities: a case study. b) The dominating presence of powerful business leaders on university boards of governors has been a basic and enduring characteristic of Canadian higher education, even through the late 1950s and mid 60s when public funding of higher education rapidly outstripped private financial support. By exploring the activities of the Board of Governors of York University during the formative stages of that institution's development, the paper addresses the

A GENERAL/GENERALITES

question why universities continued to seek out the active participation of powerful corporate leaders and what function business-dominated boards played. c) 1981. d) Paul Axelrod (see above). f) *Canadian Historical Review*, June 1982.

A32 a) Report to the W.K. Kellogg Foundation on the development and operation of five senior university administrators' courses at the School of Business Administration, The University of Western Ontario, in the years 1976-80. c) 1981. d) J.R. Kennedy, School of Business Administration, University of Western Ontario.

A33 a) Universities and the official languages. b) The 20-page report contains the results of a survey which was carried out among Canadian universities in order to ascertain their admission and graduation requirements respecting knowledge of the official languages and the ways in which they promote and encourage the study and use of these languages. c) Jan. 1982. d) Division of Research and Analysis, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

A34 a) AUCC brief to the Federal Cultural Policy Review Committee/Mémoire au Comité d'étude de la politique culturelle fédérale. b) The brief focuses on several general points which are fundamental to any consideration of cultural policy, and identifies some specific issues of particular concern to the university community. c) March 1981. d) Association of Universities and Colleges of Canada (see above). f) AUCC Publications, English text 7 p., French text 8 p., each $1.00.

A35 a) AUCC response to the recommendations in "The future of the National Library of Canada"/Réponse aux recommandations dans "L'avenir de la Bibliothèque nationale du Canada". b) Brief presenting the universities' point of view regarding some of the recommendations contained in the report on the National Library's future. c) 1981. d) Association of Universities and Colleges of Canada (see above). f) AUCC Publications, English text 5 p., French text 5 p., each $1.00.

A36 a) Symons revisited: changes in the Canadian-related content of university courses in various disciplines since 1975/Retour au rapport Symons: changements dans la matière canadienne des cours universitaires dans diverses disciplines depuis 1975. b) A report of a 1981 survey of Learned Societies conducted by the AUCC Committee on the Symons Report/Rapport de l'enquête menée par le Comité de l'AUCC pour l'étude du rapport Symons, au printemps de 1981. c) Oct. 1981. d) Denise M. Michaud, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1. f) AUCC Publications: report/rapport $2.00; detailed report of replies received/rapport détaillé des réponses reçues $6.00.

A37 a) Recherche sur les fondements théoriques, les protocoles d'investigation et l'analyse des modèles de recherche-action d'inspiration anthropologique dans les sciences de l'éducation. b) Le projet vise à dégager les lois de la recherche-action d'inspiration anthropologique par la découverte de critères, de protocoles de collectes de données, de schémas d'analyse qui pourraient orienter certaines recherches en sciences de l'éducation autrement que

A GENERAL/GENERALITES

ne le ferait un schéma plus traditionnel et expérimental, de manière à répondre à la demande d'autres modèles de recherche pour les étudiants des 3e et 2e cycles universitaires. La création de modèles de procédure et la précision des caractéristiques scientifiques des variables situationnelles d'une recherche-action utilisant l'ethnographie ainsi qu'une opérationalisation plus efficace comme l'utilisation du micro-processeur sont les objectifs principaux de ce projet. c) 1984. d) André Morin, Danielle Shelton, Renaud Gagnon et René Soler, Technologie éducationnelle, Université de Montréal.

A38 a) L'organisation universitaire. b) L'organisation actuelle de l'université (structures, modes de fonctionnement, etc...) permet-elle l'atteinte des objectifs visés par les changements proposés par le Projet Laval au niveau de l'accès permanent à l'université, des objectifs de la formation au 1er cycle, des études de 2e et 3e cycles et de la recherche? Que devrait-elle être pour favoriser l'atteinte, à un coût moindre, des objectifs retenus? c) Juin 1982. d) Michel Gervais et Christiane Aubertein, Projet Laval, Cabinet du Recteur, Université Laval.

A39 a) Directory of Canadian university resources for international development/Répertoire des ressources des universités canadiennes pour le développement international. b) Focusing on 15 development fields, such as agriculture, education and health, the directory's first part will describe institutional resources available in all Canadian universities, the experience of these universities in international development and other relevant information. The second part will contain a brief development-oriented profile of each university, including policy statements, descriptions of relevant research institutes and centres, and a contact address. c) Fall 1982. d) Eva Egron-Polak, International Development Office, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

A40 a) Prince Edward Island: higher education in transition, 1945-1980. b) The article traces the post-war developments in higher education in Prince Edward Island, including the traumatic transition that was effected in post-secondary education following the implementation of the federal-provincial plan for economic development in the late 1960s. It identifies some major gains that have accrued to the Island as a cultural entity and as a Canadian province ten years after the new structure was adopted as well as the perceived losses in values and traditions. It concludes that higher education is now (1980) at the crossroads and the future direction will, hopefully, come from the Islanders. c) August 1981. d) Sister Mary Olga McKenna, Mount Saint Vincent University. f) In *Prince Edward Island in Transition, 1945-1980,* edited by V. Smitheram and D. Milne, forthcoming.

See also/Voir aussi:

B5 Working Group on Post-Secondary Education.

B6 The relation of nursing education programs to changes in the organization of health care services.

B20 Comparison of resource allocation strategies between British and Canadian

A GENERAL/GENERALITES

universities.

B45 Interlibrary loan and networking in Canadian academic libraries.

B52 Bilan des études de 2^e et 3^e cycles et de la recherche à l'Université Laval.

C44 The new elementary education program in the Faculty of Education, University of Regina.

C63 La recherche et les études de 2^e et 3^e cycles: un programme pour l'avenir de l'Université Laval.

D2 Analyse du discours des universitaires sur leur métier et sur l'université.

E42 Program availability and student needs in part-time studies at Ontario universities.

F6 The development of extension education at Queen's University 1889-1945.

F9 Third-age education: provision for senior citizens.

F17 An Ontario inter-university service to provide distance education credit courses: a feasibility study.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) The shortage of skilled workers and the Ontario educational system: opportunities and barriers of women. b) The study will identify barriers to the free flow of women into non-traditional industrial occupations, needs for expanded or augmented programming to foster the entry of women into such occupations, and implications for curriculum planning and development in secondary school and community college systems. d) April 1982. d) Edward Harvey, Ontario Institute for Studies in Education. f) Progress report available.

B2 a) The employability of youth: necessary skills, their utilization and development. b) Research focusing on employability, how it is perceived by teachers and students, and how it is determined by employers. c) April 1982. d) N. Rowen and D. Livingstone, Ontario Institute for Studies in Education. f) Draft papers available from N. Rowen.

B3 a) Educational planning for better mobilization of young members. b) Designed to contribute to the identification of institutional determinants of employment and unemployment, the study will collect data on the perceptions and experiences of secondary school students and leavers of the relevance of their secondary education to post-secondary education and/or employment. It will compare these data with the assessments of post-secondary education teachers and employers concerning the relevance of the young peoples' secondary education. c) April 1982. d) J. Holland, S. Quazi and M. Skolnik, Ontario Institute for Studies in Education.

B4 a) Organizational aspects of university management in the 1980s. b) Study to produce a compilation and description of present administrative structures at various institutions and of functions of senior administrators; identification of mechanisms for "function" allocation and of causes for "function" changes and transformations; assessment of various administrative structural configurations; and a look to the future at necessary administrative functions for the universities of the 1980s. c) June 1981. d) G. Tracz, Ontario Institute for Studies in Education. f) Available from the Canadian Association of University Business Officers, 151 Slater St., Ottawa, Ont. K1P 5N1.

B5 a) Working Group on Post-Secondary Education. b) To carry out a review of federal post-secondary policy and act as secretariat for ministerial consultation with provinces, interested groups and individuals regarding EPF. c) Spring 1982. d) Peter Hicks, Project Director, Working Group on Post-Secondary Education, Secretary of State Department, 15 Eddy St., Hull, Que. K1A 0M5.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B6 a) The relation of nursing education programs to changes in the organization of health care services. b) Dissertation. c) June 1981. d) Mary-Louis Campbell, Dept. of Sociology, Ontario Institute for Studies in Education.

B7 a) Study on costs of university research - phase II. b) Compilation of direct and indirect costs of instruction, research and community and professional services at 20 institutions, derived from 1980-81 financial statistics. c) 1982. d) A.H. Headlam, Office of Research, University of Waterloo.

B8 a) Study on university accounting principles. b) Development of guidelines to serve as recommended accounting practices and standards of disclosure in the annual financial statements of universities. c) 1982. d) A.W. Richardson, Fac. of Business, McMaster University.

B9 a) Relance UQAM, 1979-80. b) Sondage auprès des bacheliers de l'Université du Québec à Montréal, diplômés en 1979-1980, portant sur leur recherche et l'obtention d'un emploi: caractéristiques socio-économiques; emploi avant, pendant et après les études; "patterns" de recherche d'emploi; "patterns" de poursuite des études; évaluation de l'université et des programmes. c) Déc. 1981. d) Claire Pinard et Laurence Ramsay, Bureau de la recherche institutionnelle, Université du Québec à Montréal.

B10 a) Professional manpower in agriculture. b) The project assembles and summarizes degree and enrolment data for undergraduate programs in agriculture beginning in 1978 and for graduate programs beginning in 1980. Including student data from eight institutions offering agriculture programs, the tables categorize degrees and enrolment by field of study, sex, institution, year in program for undergraduates and level of study (MSc or PhD) for graduates. c) Ongoing. d) G.E. Laliberte, Fac. of Agriculture, University of Manitoba. f) *Agrologist*, Winter 1982.

B11 a) Enrolments in graduate programs in agriculture in Canada: adjustments to meet the demands of the 1980s. b) The study documents the trends in the supply and demand for graduates from doctoral programs in agriculture and evaluates the relative significance of factors taken into account when students make the decision regarding the pursuit of graduate studies. c) March 1981. d) B.D. Kay, Dept. of Land Resource Science, University of Guelph. f) Report, 137 p., available from the Association of Faculties of Agriculture in Canada.

B12 a) Research manpower requirements arising from accelerated expenditures on R&D. b) Confining itself to scientists and engineers in the natural sciences, the paper develops several scenarios of requirements for professional R&D personnel associated with raising the level of R&D. c) 1981. d) University Branch, Ministry of State for Science and Technology, 270 Albert St., Ottawa, Ont. K1A 1A1.

B13 a) The stock of research trained personnel. b) The paper provides estimates of the number of persons engaged in R&D by performing sector in the natural sciences consistent with gross domestic expenditures on R&D in the natural sciences and engineering for recent years as well as estimates of the

regional distribution of these stocks. c) 1981. d) University Branch, Ministry of State for Science and Technology (see above).

B14 a) University enrolment projections to 2000. b) The paper delineates the possible dimensions of changes in university enrolment to 2000. c) 1981. d) University Branch, Ministry of State for Science and Technology (see above).

B15 a) Recent trends in degrees awarded and enrolments at Canadian universities. b) Review of recent trends in enrolments and degrees awarded and assessment of trends in the number of university graduates available on the job market. c) 1981. d) University Branch, Ministry of State for Science and Technology (see above).

B16 a) MOSST HQM demand model methodology. b) Description of the methodology of the highly qualified manpower demand model developed by MOSST, in order to contribute to the methodology of manpower modelling; no projections or results are provided. c) 1981. d) University Branch, Ministry of State for Science and Technology (see above).

B17 a) Employment of Canadian university biology MSc and PhD graduates, 1979-80. b) Survey to determine the employment success of students graduating in 1979 and 1980 from MSc and PhD programs in biology departments. Coding systems have been developed to determine employment as it relates to graduate training in biology. c) April 1982. d) G.R. South, Dept. of Biology, Memorial University; G. Merriam, Biology Dept., Carleton University.

B18 a) Canadian nursing doctoral statistics, 1982. b) Update of 1980 survey of nurses holding doctoral degrees and nurses undertaking doctoral studies in Canada or elsewhere. c) June 1982. d) Shirley M. Stinson, Jenniece B. Larsen and Jannetta MacPhail, Fac. of Nursing, University of Alberta. f) To be published by the Canadian Nurses Association, Ottawa.

B19 a) Survey of public health research manpower in Canada. b) Attempt to identify all Canadians actively or potentially engaged in public health research (including epidemiology, health services research, health promotion, etc.) in universities, government and other agencies. They are being surveyed regarding their qualifications, experience, current activities and funding, frustrations and aspirations in conducting public health research. Directors of academic and government departments are surveyed regarding their perceptions of the current status of public health research (funding, manpower, etc.) and their recommendations for policy changes; directors of academic departments are also asked to describe their training programs. c) Dec. 1981. d) R.A. Spasoff, Dept. of Epidemiology and Community Medicine, University of Ottawa, 1461 Heron Rd., Ottawa, Ont. K1V 6A6. f) Results obtainable from Health and Welfare Canada, Ottawa, Ont. K1A 1B4.

B20 a) Comparison of resource allocation strategies between British and Canadian universities. b) In view of the decrease in operational funding coupled with an increase in operating expenses, the study will analyse the processes and rationale for resource allocation methodologies within British and Canadian universities. The British sample is used since the Universities

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Grants Commission has recently forced British higher education to reduce faculty and streamline operations to meet its guidelines. c) Oct. 1984. d) John K. Pliniussen, Dept. of Management, College of Cape Breton; Ron E. Thomas, School of Management, University of Bath, Bath, England.

B21 a) Federal involvement in post-secondary education for highly qualified labor. b) Review of federal government policies and financing for post-secondary education, particularly with respect to developing highly qualified labor. Evaluation of the policies in terms of benefit/cost analysis and other labor market outcomes. c) Jan. 1981. d) David Stager, Dept. of Political Economy, University of Toronto. f) Obtainable from Public Affairs Division, Employment and Immigration Canada, 140 Promenade du Portage, Hull, Qué. K1A 0J9.

B22 a) The market for lawyers in Ontario 1931 to 1981. b) Comparison of supply, demand and relative earnings for lawyers, especially in private practice, with a forecast for the 1980s. c) Nov. 1981. d) David Stager (see above). f) *Canada-U.S. Law Institute Journal*, forthcoming.

B23 a) A follow-up of former Vancouver Community College/Langara career program students: 1979/80. b) Analysis of follow-up results for a selected population of former career program students. Results are reported on students' entering objectives, the extent to which these objectives were attained, students' post-training activities, and their suggestions for program improvement. Implications for program planning are outlined. c) July 1981. d) John G. Cousineau, Vancouver Community College, 675 West Hastings St., Vancouver, B.C. V6B 1N2; Ralph Kerr, Vancouver Community College, 100 West 49th Ave., Vancouver, B.C. V5Y 2Z6. e) John G. Cousineau.

B24 a) Program evaluation process at Vancouver Community College. b) On-going project to obtain follow-up information on post-training activities of program graduates and discontinuants and suggestions for program improvement from graduates, their employers and discontinuants. The process includes 76, mostly occupational-oriented, instructional programs. The end-product is a report for each program to assist faculty in developing plans for program development and improvement. c) On-going. d) John G. Cousineau (see above).

B25 a) Task force report on technological training in engineering, health science and related fields. b) Examination of the needs for technologists in British Columbia and recommendations on how they can be met. c) May 1981. d) Task Force, Jack Sample, Earl Shepherd, Fred Otte and Terry Clement, members. e) Terry Clement, College and Institute Programs, Post-Secondary Department, Ministry of Education, 835 Humboldt St., Victoria, B.C. V8V 2M4.

B26 a) The federal impact of financing higher education in Canada. b) Research monograph examining higher education financing under three successive federal-provincial fiscal arrangements (1967-1982). It attempts to measure income redistribution effected by the federal transfers and comments on the Parliamentary Task Force's 1981 report. c) July 1981. d) George E. Carter, Dept. of Economics, Ryerson Polytechnical Institute. f) Centre for Research on Federal Financial Relations, The Australian National University, Canberra (forthcoming end 1981 or early 1982).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B27 a) The determinants of university enrolment patterns in Canada. b) Econometric analysis of the main factors which determine the time series and cross-section (provincial) pattern of university participation. Particular attention will be paid to tuition fees, student loan systems and the size of the age group. c) Dec. 1982. d) John Vanderkamp, College of Social Science, University of Guelph.

B28 a) A survey of organization for research policy and research administration at Canadian universities. b) Six-page report presenting the findings of a survey of 27 universities regarding the manner in which research policies are developed and research activities are administered. c) 1981. d) P.A. Larkin, Fac. of Graduate Studies, University of British Columbia. f) Presented to the 1981 Annual Meeting, Canadian Association of University Research Administrators.

B29 a) Five years after: doctoral fellows in the labor force. b) Follow-up study of first holders of Canada Council doctoral fellowship awards 1972-75 to examine employment circumstances and whether or not the PhD has been completed. c) Nov. 1981. d) Maureen Woodrow, Social Sciences and Humanities Research Council, 255 Albert St., Ottawa, Ont. K1P 6A9.

B30 a) Developing vocational skills in Canada. b) Taking a critical look at Canada's domestic capabilities for developing occupational skills, the analysis focuses on existing public training policies and addresses post-secondary education and apprenticeship training. c) Spring 1982. d) Gordon Betcherman, Abrar Hasan and Keith Newton, Economic Council of Canada, P.O. Box 527, Ottawa, Ont. K1P 5V6. f) To be published as a Council sponsored document and as a staff research study.

B31 a) The relationship between strategic planning and institutional research. b) Monograph whose objective is to indicate how institutional research can have a significant impact on strategic planning within an institution. Examples of specific applications and research methodology are included. c) May 1983. d) Norman P. Uhl, Education Dept., Mount Saint Vincent University. f) *New Directions in Institutional Research*, Jossey-Bass.

B32 a) University outcomes assessment project. b) To provide information regarding post-university experiences of graduates for use in educational planning and management and for assisting potential students in their career and post-secondary education decision making. Some 6,000 graduates from 1976 and 1979 were followed up in the survey. c) May 1982. d) Barry Warrack, Research Branch, Manitoba Department of Labor and Manpower, 409-401 York Ave., Winnipeg, Man. R3C 0V8; Neil Russell, Program Development Branch, Manitoba Department of Education, 530 Century St., Winnipeg, Man. R3H 0Y4.

B33 a) Longitudinal follow-up survey of 1976 community college graduates. b) To provide information regarding post-education experiences of 1976 graduates from the three Manitoba community colleges for use in manpower planning, educational planning and assisting students in their career and post-secondary education decision making. Some 1,000 graduates were followed up. c) April 1982. d) Barry Warrack and Neil Russell (see above).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B34 a) Manitoba community college follow-up survey of 1981 graduates. b) Graduates from 155 courses were followed up in order to assess their labor market experiences one year after they left their training, to assess the relationship between their training and their present job, and to look into their continuing education experiences and plans. c) Jan. 1982. d) Barry Warrack and Terry Masse, Research Branch, Manitoba Department of Labor and Manpower, 409-401 York Ave., Winnipeg, Man. R3C 0V8.

B35 a) Apprenticeship training program follow-up survey of 1980-81 apprentices. b) In the summer of 1981, 646 graduates of the apprenticeship training program between 1979 and 1980 were surveyed to assess their labor market success one year after training, to assess the extent to which they use the skills obtained from training in their employment, to assess the benefits of apprenticeship training, and to provide information which can be used to improve the program. c) Jan. 1982. d) Nick Fedchuk and Barry Warrack, Manitoba Department of Labor and Manpower (see above).

B36 a) Apprenticeship training program follow-up survey of training step-outs 1979-80. b) In the summer of 1981, 386 apprentices who dropped out of their training program between July 1979 and June 1980 were surveyed in order to develop a profile of step-outs and to identify factors associated with dropping out. c) Jan. 1982. d) John Schmidt and Barry Warrack, Manitoba Department of Labor and Manpower (see above).

B37 a) Assessment of labor market outcomes of Manitoba community college graduates from 1976 to 1980 - time series analysis. b) Report prepared to provide a five-year profile of students graduating between 1976 and 1980; to develop linkages between the training system and the labor market; and to provide information which can be used in educational planning, manpower planning and forecasting, and career counselling. c) Jan. 1982. d) Barry Warrack (see above).

B38 a) A widening gap. b) Comparison of B.C. enrolment (participation) and degree rates with national and regional averages over 15-year period; estimate of effect of large-scale migration to B.C. on its rates. c) 1981. d) Charles Gallagher and Ronald Merner, Institutional Analysis, University of Victoria.

B39 a) Historical-cohort survey of post-secondary education/occupation linkages in Saskatchewan: University of Saskatchewan Alumni Survey, 1950-1975. b) Based on a mail survey of about 1500 alumni, this graduate student research project will examine a number of factors, including field of study, gender and type of degree, that affect the occupational achievement of University of Saskatchewan graduates, and will analyse temporal change - the first cohort in the study graduated shortly after the war and the last about five years ago. The survey includes detailed information on income, occupations held, work satisfaction, utilization of skills acquired in university and social background. c) In progress. d) Roger Boe, Dept. of Sociology, York University.

B40 a) Strategies for the promotion of equity and efficiency in the finance of post-secondary education. b) The report (176 p. typed) examines

propositions for the reform of post-secondary finance and, particularly, strategies for directing public money to students as personal transfer payments rather than to institutions as grants. The literature on voucher systems and contingency repayment loans is analysed with particular attention being paid to motivations and political contexts. Several designs for implementing voucher and contingency repayment loan systems in Canada are presented, with attention paid to the probable savings associated with declining enrolments to 1996. c) Sept. 1981. d) J. Holland and S. Quazi, Ontario Institute for Studies in Education.

B41 a) Toward new emphases in empirical research on women and the labor force. b) Paper examining the current state of research on women and the Canadian labor force and suggesting fruitful and important directions and approaches for further research. The interface between higher education and the labor force experience of women is not addressed in a very substantial way, but the analysis does have significant implications for higher education. c) Jan. 1981. d) Michael L. Skolnik, Ontario Institute for Studies in Education. f) In D. Smith and N. Hersom, *Women and the Canadian Economy*.

B42 a) Pricing as an element in university planning. b) Using theoretical models from welfare economics and public finance, the study examines issues pertaining to appropriate uses of pricing mechanisms in a variety of planning problems in higher education. Included are both situations where an institution sells services commercially (like research or publication) and those involving internal resource use (like charge-backs for printing and computing). A considerable part of the study is devoted to tuition fees and pricing sponsored research. Phase II will focus more broadly on competition between universities and colleges and the private sector in providing commercial services. c) Continuing. d) Michael L. Skolnik (see above). f) *Planning for Higher Education*, 9:1, Fall 1980, pp. 18-24.

B43 a) A study of administrative organization and financial management of Trent University, Peterborough, Ont. b) The report contains 71 recommendations in such areas as organizational structure, recruiting, fund raising, community relations, financial control and deficit management, resource allocation to academic programs, college and student services, library operations, academic admissions and records, counselling and ancillary services. A specific program is proposed for eliminating the cumulative operating deficit by 1985-86. c) Nov. 1981. d) Bertrand L. Hansen, The Hansen Group, 2190 Obeck Cr., Mississauga, Ont. L5H 3L7.

B44 a) A descriptive study of the administrative behavior of nursing deans in Canadian universities. b) To provide a descriptive profile of administrative behaviors of nursing deans and to provide information of a qualitative nature about daily managerial activities, their purpose and how they compare with the activities of other types of managers. c) April 1981. d) Kathryn J. Hannah, Fac. of Nursing, University of Calgary.

B45 a) Interlibrary loan and networking in Canadian academic libraries. b) PhD dissertation exploring the interlibrary loan function of a specific library network in order to assess existing practices and to model a statisti-

cally defined "efficient" regional network structure. c) 1984. d) Li Fjerestad, School of Library and Information Science, University of Western Ontario.

B46 a) Overhead costs of university research. b) Determination of the cost of research at the University of Alberta based on the methods outlined in *A methodology for analysing university expenditures*, produced by the Canadian Association of University Business Officers. See also entry B7 above. c) Jan. 1982. d) Gordon Fester, Institutional Research and Planning, University of Alberta.

B47 a) Looking beyond. b) The report outlines demographic changes and new constituencies in the clientele for post-secondary institutions over the next two decades, and suggests possible revisions necessary for institutions to meet the need. c) Jan. 1981. d) William L. Tetlow, Office of Institutional Analysis and Planning, and Jindra Kulich, Centre for Continuing Education, University of British Columbia; Robert M. Taylor, Council for Leadership in Educational Administration, Richmond, B.C.

B48 a) AUCC brief on the financing of Canadian universities/Mémoire sur le financement des universités canadiennes. b) Brief to the Prime Minister of Canada presenting the universities' views regarding continuation of the Established Programs Financing Act and its arrangements. c) Jan. 1981. d) Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1. f) AUCC Publications, English text 3 p., French text 4 p., each $1.00.

B49 a) AUCC submission to the Parliamentary Task Force on the Federal-Provincial Fiscal Arrangements/Mémoire au Groupe de travail parlementaire sur les accords fiscaux entre le gouvernement fédéral et les provinces. b) Brief identifying the universities' interests and concerns regarding the renegotiations of the Established Programs Financing Act (EPF). A possible alternative to EPF is also presented. c) April 1981. d) Association of Universities and Colleges of Canada (see above). f) AUCC Publications, English text 5 p., French text 5 p., each $1.00.

B50 a) AUCC response to the Task Force Report on Labor Market Development in the 1980s/Réponse au rapport du Groupe d'étude de l'évolution du marché du travail dans les années 1980. b) Brief expressing the concerns of the universities regarding certain matters raised in the report. c) Nov. 1981. d) Association of Universities and Colleges of Canada (see above). f) AUCC Publications, English text 8 p., French text 8 p., each $1.00.

B51 a) AUCC response to the report of the Parliamentary Task Force on Employment Opportunities for the '80s: Work for Tomorrow/Réponse au rapport du Groupe de travail parlementaire sur les perspectives d'emploi pour les années 80: du travail pour demain. b) Evaluation of and critical commentary on the report as it affects the universities. c) Jan. 1982. d) Association of Universities and Colleges of Canada (see above). f) English text 6 p., French text 7 p.

B52 a) Bilan des études de 2e et 3e cycles et de la recherche à l'Univer-

sité Laval. b) Quatre indicateurs (les étudiants inscrits aux programmes de 2e et 3e cycles, les diplômes de maîtrise et de doctorat décernés, les subventions de recherche et les professeurs) sont étudiés sous deux aspects: évolution de l'Université Laval de 1970 à 1980 par groupe d'unités et place de l'Université parmi d'autres universités canadiennes entre 1976 et 1980. c) Oct. 1981. d) Christiane Aubertein, Projet Laval, Cabinet du Recteur, Université Laval.

B53 a) Education, qualification professionnelle et carrière au Québec. b) Etude des rapports entre scolarisation, qualification professionnelle et carrière, c'est-à-dire caractéristiques socio-économiques des divers emplois occupés au cours de la vie active de la main-d'oeuvre québécoise. Sondage (N = 4000) realisé en 1978. c) 1981. d) Paul Bernard et Jean Renaud, Dép. de Sociologie, Université de Montréal.

B54 a) Labor market outlook for Ontario, 1981-1986. b) The 141-page report provides projections of manpower demand and supply in Ontario for blue- and white-collar occupations by level of education to the mid-1980s, examines the imbalances between demand and supply, and studies the implications of the imbalances for manpower issues. c) Nov. 1981. d) Farid Siddiqui et al., Ontario Manpower Commission, Ministry of Labor, Suite 610, 500 University Ave., Toronto, Ont. M5G 1V7.

B55 a) Post-graduation survey. b) Annual, two-year-later questionnaire survey of University of Guelph graduates to obtain data on nature and location of further education pursued, nature of first employment after graduation and employment at survey time (salaries, geographic location, industry of employing organization), graduates' satisfaction with their employment, its career-orientation, and whether a degree was required for employment. Data are collected to obtain a picture of the labor market and to assist in student counselling and academic planning. c) Ongoing. d) Lynda Haywood, Counselling and Student Resource Centre, University of Guelph.

B56 a) Introduction to non-traditional occupations program (INTO) evaluation: expanding women's career options. b) The 175-page report is an evaluation of INTO, a program sponsored by the Canada Employment and Immigration Commission. INTO programs are eight-week career exploration programs for women designed as an orientation to non-traditional jobs, i.e. jobs thought historically to be dominated by men. Women are encouraged to train for and obtain employment in such jobs. c) June 1981. d) Susan A. Andresen, Fanshawe College of Applied Arts and Technology, Box 4005, Terminal C, London, Ont. N5W 5H1. f) Report available from Research Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2, Att.: J. Morgan.

B57 a) A review of program advisory committees in the colleges of applied arts and technology. b) The 88-page report examines current organization, operation and effectiveness of program advisory committees and recommends possible changes to improve their effectiveness and the relevance of college programs. The data analysis reveals that colleges differ in a number of ways which affect the establishment and utilization of such committee. Some of the recommendations are that the interest groups to be represented on an advisory

committee and the method of their selection be decided by the board of governors for each college, that each college prepare a policy statement and guidelines for the establishment and operation of advisory committees, and that each committee submit a yearly report to the board of governors. c) March 1981. d) Norman A. Sisco, 12 Southdale Dr., Markham, Ont. L3P 1J7. f) Report available from Research Branch, Ministry of Colleges and Universities (see above).

B58 a) Evaluation of salary administration program for CAATs. b) The report, 34 p. plus appendices, studies the salary administration program for administrative staff at Ontario's colleges of applied arts and technology, and reviews the local college administration of the merit pay plan, the philosophy of the salary structures and the operational problems and their genesis. Inter alia, the report recommends that the present job evaluation and salary administration systems be retained for all administrative staff except for those support employees excluded from bargaining for confidentiality reasons, and that a support staff sub-group be established for the excluded employees, with job evaluation and salary administration identical to those of equivalent unionized staff. c) Jan. 1981. d) J.W. Rockley, Towers, Perrin, Forster and Crosby Ltd., Box 218, Toronto-Dominion Centre, Toronto, Ont. M5K 1K3. f) Report available from Research Branch, Ministry of Colleges and Universities (see above).

B59 a) Federal-provincial relations and support for universities. b) The report (48 p. plus appendices) presents the Ontario universities' point of view regarding the respective responsibilities of the provincial and federal governments in the financing of universities. c) Feb. 1982. d) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B60 a) A methodological approach to selective cutbacks. b) At times when budgets have to be severely reduced at short notice and sensible decisions have to be made in complex situations, planners have to work out simple but reliable measures of resource allocation and reduction. In view of the need for applied research in this area, the paper proposes a budget reduction formula that relates financial planning to program evaluation, faculty resources and activity levels of departmental units. The tool developed is flexible as it can be manipulated without endangering its basic assumptions to describe best each unit's intrinsic characteristics. Furthermore, its redistributive effects can be readily measured and made to respond to institutional priorities. c) April 1982. d) Charles H. Bélanger and Lise Tremblay, Bureau de recherche institutionnelle, Université de Montréal.

B61 a) Enrolment and graduation patterns in professional programs at Canadian universities (1960-61 to 1980) and their implications for resource allocation. b) Four separate studies, dealing respectively with law, management and administrative studies, engineering and applied sciences, and fine and applied arts, which present a statistical documentation of trends and patterns in full- and part-time undergraduate and graduate enrolments and graduates. Data are broken down by sex and compared with totals for all disciplines; indices such as student-teacher ratios are developed. c) Dec. 1981. d) Max von Zur-Muehlen, Education, Science and Culture Division, Statistics Canada, R.H. Coats Bldg., Tunney's Pasture, Ottawa, Ont. K1A 0T6.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B62 a) Historical graduation trends at Canadian universities and implications for the 80s, with special emphasis on women and on science graduates. c) Feb. 1982. d) Max von Zur-Muehlen (see above).

B63 a) Foreign students in Canada - a preliminary documentation for 1981-82. b) The 78-page study's primary purpose is to document, based on preliminary data for 1981-82, the foreign student enrolment situation and to provide historical series and shifts in composition. c) Dec. 1981. d) Max von Zur-Muehlen (see above).

B64 a) Foreign academics at Canadian universities: a statistical perspective on new appointments during the seventies. b) The 40-page report examines the citizenship status of full-time university teachers, focusing particularly on faculty appointed between 1977-78 and 1980-81. Data are provided on geographic origin of first degree, citizenship, legal status and country of previous employment, by teaching field and academic rank. The number of PhDs granted during the 70s and projections for the 80s are provided. c) Dec. 1981. d) Max von Zur-Muehlen (see above).

B65 a) Computerizing curricula vitae of members of faculty. b) The standardized curricula vitae of faculty members, brought up to date annually and certified as correct by their authors, are being entered in a text editor. Automated c.v.'s will be used in committees responsible for decisions on tenure, promotion, sabbatical leave, etc. Data in the c.v. computer file will be extracted for use in preparing reports on research and scholarship. Hardware: PDP 11/70; software: WORD II with list-processing. c) June 1982. d) B.L. Dubray, L. Lavoie and P.M. Swan, University Studies Group, and B.A. Holmlund, Vice-President (Special Projects), University of Saskatchewan.

B66 a) Thrust funding for national priorities. b) The 18-page paper discusses national priorities and whether or not it is appropriate for the federal government to provide thrust funding to Canadian universities to help them pursue national priorities in selected areas. A number of specific priorities to which thrust funding might be directed are identified, and the mode and implications of such funding are considered. c) Feb. 1982. d) R.L. Watts, Queen's University. e) AUCC, 151 Slater St., Ottawa, Ont. K1P 5NL.

B67 a) Core funding for universities. b) The 14-page paper discusses the funding of the universities' core undertaking, indicates the general principles that should guide such funding, and presents a number of different federal-provincial core funding schemes. c) Feb. 1982. d) J.M. Ham and D.M. Nowlan, University of Toronto. e) AUCC, 151 Slater St., Ottawa, Ont. K1P 5N1.

See also/Voir aussi:

A5 Survey of organization and operations of offices of institutional research/planning/analysis in Canadian universities.

A6 Access to opportunity 1905-80.

A12 Interuniversity organization: a comparative case study, Ontario and

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

the United Kingdom.

A13 Training needs and opportunities in human resource management in Canada.

A26 Survey of patent policies at Canadian universities.

A31 Businessmen and the building of Canadian universities: a case study.

C1 Essai de rationalisation d'un modèle fonctionnel économique de formation pratique dans les secteurs universitaires professionnels.

C65 Computer and computing in the 80s: the areas of concentration and action for the Ontario CAATs.

D1 Current activities and early retirement plans of academics between the ages of 55 and 64: academic and economic factors associated with retirement of academics.

E10 Part-time degree students: tomorrow's majority?

E11 Survey of 1981 doctoral degree recipients.

E13 Longitudinal study of career/technical programs in British Columbia's community colleges and institutes.

E44 Direct funding to users: a brief description and analysis ("voucher schemes").

F23 L'accès permanent à l'Université Laval.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Essai de rationalisation d'un modèle fonctionnel économique de formation pratique dans les secteurs universitaires professionnels. b) Comme on reconnaît généralement à l'université les rôles de recherche, de conservation, de développement et de dissémination du corps scientifique spécifique et au milieu du travail, le rôle de socialisation à ce même milieu, l'analyse, l'étude porte prioritairement sur les applications pratiques du corps scientifique, plus précisément: dans ce ou ces modèles, la partie pratique, les applications du corps scientifique spécifique, la maîtrise pratique du modèle professionnel fait-elle partie intégrante de la formation universitaire? Si oui, pourquoi? Si non, pourquoi et de qui relève-t-elle alors? c) Sept. 1982. d) Philippe Dupuis et Jean-François Dion, Fac. des sciences de l'éducation, Université de Montréal.

C2 a) Performance of McMaster medical school graduates during the first postgraduate year. b) Performance ratings obtained from clinical supervisors in the first postgraduate year are used to assess the quality of the new McMaster medical curriculum. McMaster graduates with and without traditional premedical backgrounds are compared with fellow interns from other Canadian medical schools. c) March 1981. d) C.A. Woodward and R. McAuley, School of Medicine, McMaster University. f) Results obtainable from Ontario Ministry of Health.

C3 a) A new model of thesis advising: stage one. b) Project designed to construct a new model of thesis student advising, creating strategies and resource systems to accelerate the completion rate of present students and reopen the door to former students who can meet certain criteria. c) April 1981. d) Reg Herman, Ontario Institute for Studies in Education.

C4 a) To develop an interactive, computer-based, optical video disc delivery system for skill training. b) Development of a new technology, the optical video disc, for instruction and training. c) April 1982. d) W.P. Olivier, G. Scott et al., Ontario Institute for Studies in Education. f) Results obtainable from Ontario Ministry of Colleges and Universities.

C5 a) A portrait of grading practices. b) Review of literature on ways of studying such issues as grade definition and distribution, and development of an OISE forum for airing issues on grading practices. c) April 1981. d) Joel Weiss, Ontario Institute for Studies in Education.

C6 a) Expérimentation d'un modèle d'approche systémique dans l'enseignement radiodiffusé. b) Le projet vise à expérimenter un modèle d'enseignement à distance de niveau universitaire, en intégrant les principes développés par L.J. Briggs et R.M. Gagné. Le modèle de diffusion de l'enseignement par la

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

radio fait appel aux meilleurs éléments de structuration du message pour la radiodiffusion éducative qui ont été expérimentés dans divers milieux (Open University, California State University at Sacramento) et aux analyses des performances de la radio-d'enseignement realisées au cours des dix dernières années (Théroux, Massé, Carlisle, Kreiner...). L'évaluation formative aura lieu pendant la session d'hiver 1982. c) Juillet 1983. d) Gaston Bellemare, Luc Girard et Raymond Paquin, Service de développement pédagogique, Université du Québec à Trois-Rivières.

C7 a) A comparison of three teaching methods on their relative effectiveness and trainee satisfaction. b) Evaluation of the relative effectiveness of three approaches to teaching business courses (lecture method, case method, experiential approach). The immediate and longer-term learning by trainees (N = 64) under each method was compared. The present findings do not indicate inherent superiority of any one method either on the dimension of learning effectiveness or of trainee satisfaction. c) Jan. 1982. d) F.C. Miner, T.P. Hari Das and J. Gale, Dept. of Management, Saint Mary's University.

C8 a) Elaboration, expérimentation, évaluation et diffusion de projets d'enseignants du secteur professionnel, niveau secondaire. b) Expérimentation d'un modèle de perfectionnement pour les enseignants du professionnel et réalisation de projets de recherche-action par tous les enseignants impliqués. c) Mai 1982. d) Gabriel Goyette et Jean Villeneuve, Dép. des sciences de l'éducation, Université du Québec à Montréal.

C9 a) Analyse interactionnelle au niveau collégial. b) Ayant pour objectif de sensibiliser les professeurs du niveau collégial à l'importance du climat socio-émotif de la classe comme facteur favorisant ou inhibant la participation étudiante, la recherche veut étudier deux formules de sensibilisation et leurs effets et proposer l'auto-évaluation à partir d'un système donné comme formule d'amélioration continue de ce climat. Thèse doctorale, Université de Montréal. c) Déc. 1982. d) Denise Badeau, 6633, rue Christophe Colomb, Montréal, Qué. H2S 2H1.

C10 a) Promotion de l'éducation des adultes à la Faculté des sciences de l'éducation de l'Université Laval. b) Etude des besoins des formateurs d'adultes de la région administrative de Québec et élaboration de programmes d'enseignement et de recherche de niveau Certificat de 1er cycle et de Maîtrise en andragogie. c) Mai 1981. d) Jean-Réal Nadeau et Danielle Riverin-Simard, Fac. des sciences de l'éducation, Université Laval. f) Les dossiers de présentation d'un certificat et d'une maîtrise en andragogie peuvent être obtenus chez H. St-Pierre, doyen, Fac. des sciences de l'éducation, Université Laval.

C11 a) The report of the DVM Curriculum Review Committee, Ontario Veterinary College. b) Evaluation of the effectiveness of the curriculum in training students for their roles as veterinarians in private practice, government services, industry, teaching, research and society generally, with particular concern for the effect of the program upon students and faculty. c) May 1981. d) Curriculum Review Committee, Ontario Veterinary College, University of Guelph. f) Obtainable from Dean's Office, Ontario Veterinary College.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C12 a) Effective teaching in physical education. b) Investigation of the validity of the concept of academic learning time as a criterion of effective teaching in physical education with a view to improving teacher training (education) methods and faculty evaluations of lessons observed during practica. c) April 1982. d) John McLeish, Fac. of Education, and John Jackson and Bruce Howe, School of Physical Education, University of Victoria.

C13 a) Process and outcome in discussion groups. b) Twenty sessions of videotaped one-hour discussion in two groups are examined in terms of Bales' interaction process analysis by means of multivariate statistics (discriminant function and time series analyses) to discover a criterion of learning as it happens in the life-history of the group. c) April 1982. d) John McLeish (see above). f) In book form; revision of McLeish, Matheson and Park, *Psychology of the learning group*, Hutchinson, 1973.

C14 a) Writing assessments across the curriculum. b) The study examined differences in quality ratings which twenty teachers in each of three senior high school curricular areas gave samples of written argument by college freshmen, and investigated the relationship between the three groups of ratings and eight syntactic and mechanics-of-writing variables. Correlations between all sets of ratings exceeded .90, and all sets correlated significantly and positively with composition length and number of free modifiers used, and significantly and negatively with errors in spelling, punctuation and word-choice. The most powerful predictor of writing quality was the word-choice factor; syntactic measures were the poorest predictors. Noted were the high level of rating consistency across the curriculum and the general agreement respecting certain variables that might predict the ratings. c) June 1981. d) Murray F. Stewart and Hayden L. Leaman, Fac. of Education, University of New Brunswick. f) ERIC Document Reproduction Service, CS 206 345, 1981.

C15 a) Artisteacher: a curriculum model translating studio experience into teacher preparation. b) Series of questions and activities to help undergraduate art education students explore the similarities between their personal studio production and their teaching style. Based on examination of three concepts: matter, intent, context, which are explored with questions about choice, limitation and style. c) Ongoing. d) Kristen L. Scholfield-Sweet, Nova Scotia College of Art and Design, 5163 Duke St., Halifax, N.S. B3J 3J6; Susan Gibson-Garvey, P.O. Box 160, Canning, N.S. B0P 1H0.

C16 a) Méthodes de formation et éducation permanente. b) Synthèse critique des résultats de la recherche sur les méthodes de formation et définition de cinq paramètres de l'éducation permanente comme cadre de référence pour juger de la valeur des méthodes de formation. c) Nov. 1981. d) Gilbert Leclerc, Direction générale de l'éducation permanente, Université de Sherbrooke. f) *Revue canadienne de l'éducation*, au cours de 1982.

C17 a) An investigation of "scripts" for constructive thinking. b) The purpose is to use the work of Piaget, Pascual-Leone and Berlyne to suggest "scripts" that students might follow while studying and that promote critical thinking, reflection and synthesis of new ideas. Grouping these processes under the term "constructive thinking", it is attempted to develop measures of

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

constructive thinking and to evaluate the success of various scripts in promoting such thinking. c) Summer 1982. d) R.L. Sheese, Dept. of Psychology, York University.

C18 a) Personalized methods of instruction in university: some investigations and comments. b) Several examples of implementations of Keller's personalized system of instruction (focusing on repeated testing and undergraduate tutors) are given and evaluated in terms of final exam performance, study behavior and student ratings. Positive effects are described, but none are found to have the strong effects cited by others for the system as a whole. A suggested categorization of the dimensions to be considered when attempting to personalize instruction is given. A concluding discussion attempts to integrate previous research on the PSI components with the author's personal teaching experience. d) R.L. Sheese (see above). f) York University Department of Psychology Report 107, April 1981, 20 p.

C19 a) Teaching and workshop methods in agriculture: a handbook for planners, instructors and administrators. b) Practical handbook for improving teaching at the tertiary level, principally in developing nations. Contains discussion of learning principles, workshop exercises and techniques, and guidelines for planning, organizing and evaluating workshops. c) 1982. d) J.C.M. Shute and G.A.B. Moore, University of Guelph.

C20 a) Curriculum revision in the arts and science program, University of Lethbridge. b) Major revision of the degree programs, and ancillary programs, in the Faculty of Arts and Science affecting all aspects including their relation with affiliated professional programs, but central focus on the Bachelor of Arts and Science program. c) July 1982. d) Philip Butterfield, Fac. of Arts and Science, University of Lethbridge.

C21 a) La programmation télévisuelle appliquée au cours de techniques infirmières "urologie" au Cégep de Lévis-Lauzon. b) Conception et production d'un document pédagogique audio-visuel sous la forme "programmation télévisuelle", portant sur l'apprentissage des techniques en urologie. Analyse et organisation de la matière à enseigner, détermination des objectifs, choix des stratégies d'enseignement, phases de réalisation et évaluation formative du document. c) Mars 1981. d) Robert Kirouac, Cégep de Lévis-Lauzon, 205, rue Mgr Bourget, Lauzon, Qué. G6V 6Z9.

C22 a) L'individualisation de l'éducation physique en milieu collégial. b) En vue d'identifier les problèmes spécifiques reliés à l'individualisation de l'éducation physique, on a fait un relevé de la littérature et réalisé et distribué un questionnaire afin d'identifier les besoins des professeurs du réseau collégial québécois dans ce domaine. c) Juin 1981. d) Marcel LaRue, Dép. d'éducation physique, Cégep de Lévis-Lauzon, 205, rue Mgr Bourget, Lauzon, Qué. G6V 6Z9. f) Le rapport peut être obtenu de M. R. Kirouac, Cégep de Lévis-Lauzon.

C23 a) Humanities in Alberta technical/vocational education. b) Examination of the need for humanities in post-secondary technical, occupational and professional education. Through questionnaires and interviews, the research

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

will be carried out with employers, occupational and technical societies or peer groups, instructors in technical and occupational programs and their students. A compilation and analysis of the expressed needs will be prepared. c) Nov. 1982. d) Harold G. Coward, The Calgary Institute for the Humanities, University of Calgary; Elmer Thiessen, Dept. of Philosophy, Medicine Hat College, Medicine Hat, Alta. T1A 3Y6.

C24 a) Un instrument d'évaluation de la formation générale au niveau collégial. b) Les résultats d'un pré-projet (vérification de la possibilité d'adapter les tests COMP (College Outcome Measure Project) à l'originalité socio-culturelle du Québec) étant positifs, on a recommandé de mettre en chantier des instruments inspirés du COMP afin de pouvoir évaluer la qualité de la formation fondamentale des étudiants de niveau collégial. On choisera 15 mises en situations qu'on fera analyser par des professeurs et d'autres experts avant d'être expérimentées avec des étudiants. c) Juin 1982. d) Jacques Laliberté, Collège de Bois-de-Boulogne, 10555, ave de Bois-de-Boulogne, Montréal, Qué. H4N 1L3.

C25 a) An assessment of a learning centre as measured by the overall academic success of the student clients. b) Evaluation d'un centre d'apprentissage où les étudiants qui rencontrent des difficultés reçoivent une aide personnalisée. On établira la méthode d'évaluation en exerçant un "suivi" des étudiants qui ont été aidés. Les informations recueillies serviront à améliorer les structures actuelles du centre et à étendre ses services à un plus grand nombre d'étudiants. c) Juin 1982. d) Susan Woodruff, Collège Champlain, 900 Riverside Drive, Saint-Lambert, Qué. J4P 3P2.

C26 a) Les départements des techniques infirmières du collège Dawson et de l'hôpital Royal Victoria examinent la préparation des infirmières. b) Par des épreuves d'habileté et de rendement, le projet vise à évaluer jusqu'à quel point les étudiants satisfont, à la fin de l'année, aux objectifs précisés par leur programme d'études et à déterminer comment les diplômés du présent programme diffèrent de ceux du programme précédent. c) Juin 1982. d) M. Berlage-Smith, Collège Dawson, 350, rue Selby, Westmount, Qué. H3Z 1W7.

C27 a) Implantation d'une méthode d'enseignement coopératif pour le secteur général des sciences. b) Afin de favoriser le transfert entre les connaissances théoriques et la technologie pratique, on propose d'étudier la possibilité de développer un système de stages, qui permettra de mettre en contact l'étudiant en sciences de niveau collégial et un secteur concret de l'application des sciences: le génie. Les stages permettront à l'étudiant de concrétiser les connaissances théoriques acquises au collège et il sera sensibilisé au monde réel du travail de l'ingénieur: ses problèmes, ses méthodes et son contexte de travail. c) Juin 1982. d) Bernard Drouin, Cégep François-Xavier-Garneau, C.P. 6300, Sillery, Qué. G1T 2S5.

C28 a) Dossier-souche sur l'innovation pédagogique. b) Un nouveau concept: le dossier-souche. Une introduction générale à l'innovation pédagogique d'après la documentation. La réalité de la recherche et de l'innovation pédagogiques dans le réseau des collèges du Québec au cours des années 70. Rapport, 189 p. c) Déc. 1981. d) Louis Gadbois et Paul-Emile Gingras, CADRE,

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

1940 est, boul. Henri-Bourassa, Montréal, Qué. H2B 1S2.

C29 a) Probabilités et statistiques B.B.G.R. b) Un nouveau matériel didactique servant à enseigner le cours de probabilités et statistiques ayant été élaboré, ce projet a pour but de le revoir systématiquement et d'y apporter les modifications nécessaires. On y ajoutera une description de la méthode et des suggestions quant à l'utilisation de l'ensemble de ses éléments. c) Juin 1982. d) Joseph-Marie Briand, Cégep de Rimouski, 60 ouest, rue de l'Evêché, Rimouski, Qué. G5L 4H6.

C30 a) La compréhension fonctionnelle en psychologie 350-102 chez les nouveaux collégiens. b) La recherche a pour but de découvrir, à travers l'organisation des tâches et selon le contexte culturel d'un cours normal, ce qui est de nature à développer chez l'étudiant les habiletés de compréhension qui le rendent capable de réussir académiquement. On développera un choix de textes et de tâches représentatifs de ceux réellement soumis à l'étudiant; on mesurera les difficultés de fonctionnement et de compréhension des étudiants devant ces instruments et on procédera à une analyse statistique des résultats obtenus. c) Juin 1982. d) Yves C. Michaud, Collège de Rosemont, 6400, 16e avenue, Rosemont, Qué. H1X 2S9.

C31 a) Evaluation des impacts de la méthodologie du département des sciences du collège de St-Félicien sur l'apprentissage des étudiants. b) Le collège de St-Félicien tente d'améliorer l'approche méthodologique de l'enseignement des sciences notamment par l'organisation pluridisciplinaire du département des sciences et par l'introduction de projets de fin d'études et de projets coopératifs. Afin de mesurer l'efficacité de ces méthodes, on évaluera l'indice de satisfaction des étudiants ainsi que celui des finissants des cinq dernières années à l'aide de différents tests. On comparera également le profil P.E.R.P.E. des enseignants du département avec celui des autres professeurs du collège et on terminera par une analyse du département. c) Juin 1982. d) Claude Villeneuve, Cégep de St-Félicien, 1105, boul. Hamel, St-Félicien, Qué. G0W 2N0.

C32 a) Enquête sur les besoins en ressources informatiques de la P.M.E. au Québec. b) Rapport d'analyse relatif aux besoins en ressources informatiques des petites et moyennes entreprises afin d'offrir un enseignement plus conforme à la réalité. Un questionnaire a été administré à un échantillon d'entreprises. Il reste à compiler les données recueillies et à en tirer des statistiques pour procéder à leur analyse. c) Juin 1982. d) Nicole Kobinger, Michel Normandeau et Jean-Claude Bélanger, Collège de Sainte-Foy, 2410, chemin Sainte-Foy, Sainte-Foy, Qué. G1V 1T3.

C33 a) Apprentissage de la démarche nursing selon le modèle de Virginia Henderson. b) Le collège de Sherbrooke a choisi d'utiliser le modèle de Virginia Henderson. Le projet vise à systématiser l'apprentissage de la démarche nursing en créant un outil de travail pour les étudiants et en développant une approche pédagogique pour son enseignement, à établir une progression dans l'apprentissage de la démarche en délimitant les niveaux d'approfondissement de celle-ci et à évaluer les limites et les possibilités de systématisation d'un tel outil. c) Juin 1982. d) Nicole Bizier, Cégep de Sherbrooke, 475,

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

rue Parc, Sherbrooke, Qué. J1H 5M7.

C34 a) Dossier-souche sur l'enseignement à distance. b) Inventaire critique des activités de l'enseignement à distance au collégial et analyse des projets connus. Etude portant sur la clientèle-cible, les modèles pédagogigues utilisés, les structures administratives, etc. c) Juin 1982. d) Louis Martel, Cégep de Trois-Rivières, C.P. 97, Trois-Rivières, Qué. G9A 5E6.

C35 a) L'enseignement des automatismes assisté par ordinateur. b) Les automatismes s'enseignent selon une démarche comportant trois étapes: analyse, traitement des données, réalisation du circuit. La deuxième étape n'est qu'une application de lois fort complexes qui, une fois comprises et justifiées, présentent peu d'intérêt; de plus, elle est très longue et les possibilités d'erreurs y sont fort nombreuses. L'utilisation de l'ordinateur devrait permettre de réduire substantiellement le temps consacré à cette étape et augmenter le rendement de l'enseignement en orientant l'effort de l'élève vers des aspects plus enrichissants et substantiels. L'approche devrait s'avérer assez souple pour s'adapter aux particularités spécifiques de différentes technologies. c) Juin 1982. d) Daniel Cervera, Cégep de Valleyfield, 169, rue Champlain, Valleyfield, Qué. J6T 1X6.

C36 a) Rédaction et édition d'un condensé de recherche et d'un jeu de diapositives du projet "Basic Design". b) La recherche en basic design étant présentée sous forme de rapport en huit cahiers, le présent projet aurait pour but d'assurer sa diffusion en format pratique et condensé, sous forme de manuels scolaires accompagnés d'un jeu de diapositives. c) Juin 1982. d) François Lamy, Cégep du Vieux-Montréal, 255 est, rue Ontario, Montréal, Qué. H2X 1X6.

C37 a) Assessment of the impact of a graduate program upon the performance and activities of graduates (Master of Health Sciences Program, McMaster University). b) The study addressed two questions: were the program objectives relevant and were they met? Relevance was assessed through asking graduates, their peers and their supervisors to rate the degree of importance of specific knowledge, skills and attitude items to job performance; and graduate and supervisor performance rating of the graduates. To determine if the present abilities were attributable to program participation, graduates were assessed along a number of dimensions at program entry and completion. c) Dec. 1981. d) Eva Feldman, Joan Crook and Susan French, School of Nursing, McMaster University.

C38 a) Professional attitudes toward teaching. b) Report on several studies conducted by the University Teaching Service of the University of Manitoba. The studies addressed the problem common to such teaching services of being unable to engage more than a sizable minority of university staff. In order to discover why this is so and to develop appropriate remedies, a number of studies were undertaken to ascertain the attitudes held by various discipline areas toward the teaching role and toward staff development in teaching. c) Sept. 1981. d) Alexander D. Gregor, Fac. of Education, University of Manitoba. f) Paper given at Fifth International Conference on Higher Education, University of Lancaster, 1981.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C39 a) Language across the curriculum. b) Development project designed to implement the language and learning policy endorsed by John Abbott College. Through presentations to departments and consultations with individual instructors, the project aims to heighten college awareness of the role of language in all learning, to clarify the uses of language in different contexts and to assist in developing teaching approaches that will foster the literacy of all students. A report will be prepared. c) May 1982. d) Christine Starnes, John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Que. H9X 3L9.

C40 a) A student tutorial system for math remediation. b) Investigation of the effect of a tutorial program in basics (rather than course specifics): first-year college students receive peer tutoring from advanced students. Subjects selected via a diagnostic test (scores in a critical interval) enrolled (for a nominal fee) in a ten-hour program tailored to individual deficiencies. Design of activity material used by tutors as guide and by tutees as study/review framework. Questionnaires and achievement tests are administered to measure satisfaction and improvement. A comparison between the experimental and a control group on the concurrent course final exam will be made to measure transfer and the effect on pass, failure and drop-out rates. c) Jan. 1982. d) Annick Boisset, Annette Clark and Robert Seely, John Abbott College (see above).

C41 a) La pensée formelle chez les étudiants de collège 1: objectif ou réalité? b) Une enquête menée auprès de 6 000 étudiants a permis de répondre aux deux questions suivantes: A quel niveau d'opération intellectuelle les étudiants admis en collège 1 fonctionnent-ils? Dans quelle mesure la capacité d'opérer au niveau de la logique formelle est-elle associée à la réussite scolaire en général et, en particulier, à la réussite scolaire dans des matières scientifiques telles que la physique et les mathématiques entre autres? Des relations entre la maîtrise du raisonnement hypothético-déductif et certaines variables telles que l'organisme de provenance ont également été analysées. c) 1981. d) Mirette Torkia-Lagacé, Cégep de Limoilou, C.P. 1400, Québec, Qué. G1K 7H3. f) Le rapport, 164 p., $5.00, peut être obtenu du Secrétaire général, Cégep de Limoilou.

C42 a) Mise au point d'activités d'apprentissage visant à augmenter le niveau de maturité intellectuelle d'un groupe d'étudiants de collège 1. b) Suite aux résultats obtenus dans la recherche mentionnée ci-dessus (voir C41), l'objectif est la mise au point d'activités d'apprentissage, accompagnées des modes d'encadrement et d'évaluation qui permettront d'accélérer la progression d'un groupe d'étudiants de collège 1 sur le plan du développement intellectuel. Ces activités seront expérimentées et on analysera l'impact qu'elles auront pu avoir sur certaines variables de développement socio-affectif. c) 1984. d) Mirette Torkia-Lagacé (voir plus haut).

C43 a) The effects of contract grading on student motivation. b) A selected review of the effects of various grading systems on university student motivation has been summarized and interpreted, with particular emphasis on contract grading and the identification of student personal and intellectual characteristics that appear to interact favorably with this procedure. The literature dealing with motivational effects of grades particularly at the univer-

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

sity level is reviewed, with a summary of selected studies on contract grading that have implications for increasing student motivation. Suggestions are made for future research based on the principles of contract grading as they relate to an attributional theory of motivations. c) April 1981. d) Hugh Taylor, Fac. of Education, University of Victoria. f) Paper, 27 p., presented at Annual Meeting, American Educational Research Association, 1981. ERIC Accession No. ED 202 910.

C44 a) The new elementary education program in the Faculty of Education, University of Regina. b) The history, functioning, administration and organization of the program will be explored. c) June 1982. d) Helmut Lang, H.L. Narang and John Schaller, Fac. of Education, University of Regina.

C45 a) Student teacher performance: a look at three independent assessments. b) The study explores relationships between three sets of ratings given to student teachers while in a preparation program for teacher certification. A 78-item evaluation instrument was administered to 23 elementary and 24 secondary candidates (25 females, 22 males), their associate teachers (supervising classroom teachers) and their faculty advisors late in the second semester of a two semester program. Findings suggest little congruence between any of the rater groups in terms of overall performance. As a rule, students continually overrated their performance. Discussion of findings is provided. c) Nov. 1981. d) G. Patrick O'Neill, College of Education, Brock University.

C46 a) Haines Cranton English Literacy Test. b) Designed to help instructors select the appropriate level of English instruction for beginning college students, the test consists of two parallel forms each divided into three subtests: basic usage and grammar, reading and comprehension, and writing. Nearly all students are able to finish within the time limit - 50 minutes for each parallel form, 90 minutes for total test. A diagnostic analysis for all items on the test is provided. c) Oct. 1981. d) Victor Yelverton Haines, Dawson College, 1001 Sherbrooke St. E., Montreal, Que. H2L 1L3; Patricia Angelica Cranton, Centre for Teaching and Learning Services, McGill University. f) Test and manual available from Centre for Teaching and Learning Services.

C47 a) Test of oral communication: a taped test of listening and speaking skills in English. b) Originally designed for university pharmacy students to identify those whose English ability might keep them from adequately performing in their later jobs, the test assesses a person's listening and speaking skills in English and identifies those who have difficulties that may interfere with their communication with others, particularly with reference to a job situation. Report, 12 p., appendices. c) July 1981. d) Helen Tegenfeldt and Margaret Kellett, English Language Testing Department, Vancouver Community College, 2750 Oak St., Vancouver, B.C. V6H 3N2.

C48 a) Examination of the English Language Assessment (ELA) listening comprehension sub-test with printed test booklet. b) Study to determine the extent to which the required reading of answer choices affects the score in listening comprehension. Form I of the listening comprehension sub-test, which includes a tape and test booklet, was compared with Form 2 of the sub-test entirely recorded on tape without test booklet. Both forms were administered

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

to candidates for the ELA; the results were analysed. c) Sept. 1981. d) Margaret Kellett and Robert Hole, ESL Testing Department, Vancouver Community College (see above).

C49 a) A study for the need of university level education in rehabilitation counselling in Canada. b) Study of the need for rehabilitation (vocational) counsellor education at a graduate or undergraduate level. Examination of manpower needs, competencies required in the field relative to the functions the counsellors are expected to perform, and training and education currently available. Determination whether university preparation would substantially improve service and whether it is feasible to set up a program to meet these needs. c) Sept. 1981. d) Margaret Lewis, 530 19th St., Port Townsend, Washington 96368; D.C. Symington, Dept. of Rehabilitation Medicine, Queens's University.

C50 a) Intentional changes: a fresh approach to helping people change. b) Comprehensive book on the entire range of efforts people make to change themselves and their lives, including a major section on recent shifts in higher education from high control by the instructor to shared responsibility for setting goals and strategies. c) May 1982. d) Allen Tough, Ontario Institute for Studies in Education. f) To be published by Follett, Chicago, May 1982.

C51 a) Early field experiences in Canadian teacher education. b) By means of a questionnaire and telephone survey of 49 post-secondary institutions offering teacher education programs, the nature and extent of early field experience programs were examined. EFE programs were identified in 23 institutions; their objectives, effectiveness and problems were analysed. Criteria for evaluating EFE programs were developed, and programs meeting them were identified. Three programs are described which might serve as a model for others wishing to develop similar offerings. c) April 1981. d) R.J. Twa and D.D. Dung, Fac. of Education, University of Lethbridge.

C52 a) Changes in supervisory behavior resulting from training in clinical supervision. b) Examination of changes that occur in supervisor behavior as a result of intensive workshop activity designed to train supervisors in the skills necessary for applying the clinical supervision process to the supervision of classroom teaching. Results indicate highly significant changes in supervisory behavior in a majority of categories identified by the Supervisor-Teacher Analogous Categories System which was used to code before and after workshop behavior. Changes are in the direction predicted by the use of the clinical supervision model. See also next two projects. c) Fall 1981. d) Jon Thorlacius, Fac. of Education, University of Lethbridge.

C53 a) Teacher associate perceptions of the effectiveness of the clinical supervision workshop. b) Examination of supervising teachers' perceptions of the value of the clinical supervision workshop in their supervision of practicum students, and assessment of their opinions of the various workshop components. Generally, it was determined that after training supervising teachers were more eager to accept practicum students and felt that their supervisory skills had improved, and that the majority of them applied the complete clinical supervision cycle in their supervision of students. See also preceding and following projects. c) Fall 1981. d) R.J. Twa, Fac. of Education, University

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

of Lethbridge.

C54 a) Practicum students' perception of teacher associates' behaviors. b) To determine whether practicum students could perceive differences in the supervisory behaviors of teachers who had been trained in clinical supervision and those who had not. Students were able to identify differences in some of the specific behavior categories, such as the amount of solicited versus unsolicited feedback provided, and in the overall behavior of supervisors who had been trained in clinical supervision. See also preceding two projects. c) Fall 1981. d) Ritchie Whitehead, Fac. of Education, University of Lethbridge.

C55 a) The effects of changes in field experiences on the strengths and weaknesses of student teachers. b) Data collected between 1972 and 1979 on all education students at the University of Lethbridge were divided into three samples: students with eight weeks practicum, students with 12 weeks, and students with 17 weeks field experience. The study examined 39 attributes on which student teachers are evaluated. Only 14 of these were identified as specific strengths or weaknesses for more than 4% of the males and females in any of the samples. Only a few attributes appear to be affected by increasing the length of the practicum. c) April 1981. d) Vern Dravland, Fac. of Education, University of Lethbridge.

C56 a) A joint project in computer-assisted learning for French. b) Cooperative venture involving the Universities of Calgary, Guelph and Western Ontario to create a series of CAL lessons for French at the introductory level. The hardware system currently used is Intelligent Systems Corporation color microcomputers. The lessons include a brief introductory of the grammatical point and a series of drill-and-practice exercises. The applications of color microcomputers to the language learning process are being researched. c) 1983. d) Glyn Holmes, Language Laboratories, University of Western Ontario; Dana Paramskas, Dept. of Languages and Literatures, University of Guelph; Donna Mydlarski, Dept. of Romance Studies, University of Calgary. f) *System*, 9, 2 (1981), 125-132; Proceedings, 1980 Western Educational Computing Conference, San Diego, 141-146; Proceedings, 1980 ADCIS Conference, Atlanta, 158-161.

C57 a) Case bibliography, senior university administrators' course, School of Business Administration, University of Western Ontario. c) 1981. d) J.R. Kennedy, School of Business Administration, University of Western Ontario.

C58 a) The Norman Paterson School of International Affairs: its present and its future. b) The 110-page report examines the current operation of the NPSIA of Carleton University and makes recommendations designed to enhance its role as a centre for the teaching and study of international affairs, in Ottawa, in Canada and internationally. c) Sept. 1981. d) Maxwell Cohen, 1302-200 Rideau Hall Terrace, Ottawa, Ont. K1M 0Z3; Davidson Dunton, Institute of Canadian Studies, Carleton University; Gordon Robertson, Institute for Research on Public Policy, 12th Floor, 60 Queen St., Ottawa, Ont., K1P 5Y7.

C59 a) Socrative versus sophistic strains in the teaching of undergraduate psychology: some implicit conflicts made explicit. c) 1981. d) J.J. Furedy,

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Dept. of Psychology, University of Toronto; C.P. Furedy, Div. of Social Science, York University. f) *Teaching of Psychology*, special issue, Feb. 1982.

C60 a) Teaching undergraduates the philosophy of psychology: the method of criticised introspection. c) 1981. d) J.J. Furedy and C.P. Furedy (see above). f) *Teaching of Psychology*, 1981, 47.

C61 a) The teaching of business law in Canadian schools of management and its implications for the study of policy. b) The teaching of business law is examined with a view to improving student performance in policy courses. Criticism of the present mode of teaching is offered and recommendations for improvements are made. c) May 1981. d) Roger Rickwood, Fac. of Business Administration, University of Windsor; Dale Landry, Fairview College, Box 3000, Fairview, Alta. T0H 1L0. f) 1981 Annual Meeting Proceedings, Administrative Sciences Association of Canada.

C62 a) Projet de politique pédagogique du premier cycle. b) Enoncé des objectifs de la formation au 1er cycle et projet d'un règlement des études de 1er cycle favorisant l'atteinte de ces objectifs par les étudiants, les professeurs et tous les organismes en cause. Rapport, 59 p. c) Déc. 1981. d) Michel Gervais, Christiane Aubertein et Marc Fortier, Projet Laval, Cabinet du Recteur, Université Laval.

C63 a) La recherche et les études de 2e et 3e cycles: un programme pour l'avenir de l'Université Laval. b) La recherche et les études de 2e et 3e cycles à l'université: finalité et principes directeurs, bilan, contexte prévisible, objectifs pour l'avenir ainsi que quelques recommandations concernant les moyens à prendre pour réaliser ces objectifs. c) Janv. 1982. d) Michel Gervais (voir plus haut).

C64 a) Approach to writing skills. b) The study examines methods used for teaching writing skills to faculty of education students in eleven Ontario universities and recommends improvements in training student teachers in these skills. c) July 1981. d) James Steele, Dept. of English, Carleton University. f) Results available from Research Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2, Att.: J. Morgan.

C65 a) Computers and computing in the 80s: the areas of concentration and action for the Ontario CAATs. b) The 43-page report studies the development of a plan for the evolution of computers and computing in the next decade in the colleges of applied arts and technology. Items covered are acquisition of hardware; teaching methods and courseware using computers; computer literacy; development of faculty and support staff; structure, delivery, development, approval and maintenance of data processing programs taught at colleges; and development and maintenance of administrative systems. c) July 1981. d) E.C. Kehayas and S.M. Katz, Thorne Stevenson & Kellogg, 2300 Yonge St., Toronto, Ont. M4P 1E4; W.P. Olivier, Ontario Institute for Studies in Education. f) Report available from Research Branch, Ministry of Colleges and Universities (see above).

C66 a) Evaluation of successive changes in teaching format of the introduc-

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

tory phychology course. b) Since 1969, three different teaching formats have been used for the introductory psychology course at the University of Windsor; the revisions were successive, across-the-board changes in 1972 and 1979. This permits the use of a time-series design to evaluate the outcome, if any, of teaching format changes. Consequent variables include enrolment patterns, number of honors students and their scores on graduate record examinations, and student evaluations. c) Continuing. d) David V. Reynolds, Dept. of Psychology, University of Windsor.

See also/Voir aussi:

A9 Community and university: a study of community attitudes toward the University of Prince Edward Island.

A11 Self-interest in small group learning: the educational implication of Hobbes' political teaching.

A16 La pédagogie universitaire des années 80 au Québec.

A25 Task Force on Scholarship and Research in a Faculty of Education.

A37 Recherche sur les fondements théoriques, les protocoles d'investigation et l'analyse des modèles de recherche-action d'inspiration anthropologique dans les sciences de l'éducation.

B9 Relance UQAM, 1979-80.

B24 Program evaluation process at Vancouver Community College.

B35 Apprenticeship training program follow-up survey of 1980-81 apprentices.

B47 Looking beyond.

B52 Bilan des études de 2^{e} et 3^{e} cycles et de la recherche à l'Université Laval.

D2 Analyse du discours des universitaires sur leur métier et sur l'université.

D3 Comportements pédagogiques des professeurs de cegep.

D4 Analysis of roles in teaching and learning and implications for instructional improvement.

D5 The continuing education of university faculty: an inquiry into reasons for participation in instructional development workshops.

D6 The relation between research and teaching.

E6 Becoming a teacher: a phenomenological investigation into the process of art teacher education.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

E17 Development of a performance measurement system for the education and training program, Correctional Service of Canada.

E23 Entry qualifications to a baccalaureate nursing program as predictors of success in the registered nursing examinations.

E25 Metacognition and problem finding and doctoral research students.

E35 Learning styles and learning preferences in family practice training.

E36 Postgraduate training for family medicine: does it make a difference?

F12 Cardiopulmonary resuscitation study.

F15 Distance education and new communications technologies.

F17 An Ontario inter-university service to provide distance education credit courses: a feasibility study.

F23 L'accès permanent à l'Université Laval.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Current activities and early retirement plans of academics between the ages of 55 and 64: academic and economic factors associated with retirement of academics. b) Investigation into the attitudes of academics to retirement and examination of their teaching, research and public service activities, preferences and successes as well as their administrative commitments. c) April 1982. d) B.L. Hansen, Ontario Institute for Studies in Education.

D2 a) Analyse du discours des universitaires sur leur métier et sur l'université. b) A l'aide de mémoires rédigés en réponse au Livre vert du gouvernement québécois sur la recherche scientifique et à la Commission d'étude sur les universités, on se propose de mettre à jour le discours des universitaires sur leur pratique professionnelle et de démontrer que la pratique universitaire s'articule autour de trois fonctions privilégiées: l'enseignement, la recherche et les services à la collectivité. Une forme de pratique se définira par la dominance accordée à l'une de ces fonctions. c) Mai 1983. d) André Turmel, Dép. de sociologie, Pierre Maranda, Dép. d'anthropologie, et Denis Saint-Jacques, Dép. de littératures, Université Laval; Gilles Houle, Dép. de sociologie, Université de Montréal.

D3 a) Comportements pédagogiques des professeurs de Cégep. b) Afin d'élaborer un inventaire sélectif des comportements pédagogiques les plus fréquemment utilisés par les enseignants de niveau collégial, on a enregistré sur bande magnétoscopique les comportements pédagogiques d'un échantillon de professeurs. On effectuera une analyse quantitative des données recueillies par le calcul de la fréquence et du pourcentage d'utilisation de ces comportements et une analyse qualitative des résultats obtenus. c) Juin 1982. d) Paul Vassart, Cégep de Valleyfield, 169, rue Champlain, Valleyfield, Québec J6T 1X6.

D4 a) Analysis of roles in teaching and learning and implications for instructional improvement. b) Analysis of interviews with professors and students supplemented by collateral data (workshop exercises, questionnaires, etc.) is producing a composite picture of the variety of roles professors and students espouse in teaching/learning situations; implications for instructional improvement and faculty development activities are explored. c) July 1983. d) George L. Geis, Centre for Teaching and Learning Services, McGill University; Ron Smith, Loyola Campus, Concordia University.

D5 a) The continuing education of university faculty: an enquiry into reasons for participation in instructional development workshops. b) The study investigated reasons why faculty participate in instructional development workshops. An instrument was developed based on Boshier's Education Participation Scale and yielded five factors. Faculty's predominant reason for participation was cross-tabulated with attitudes towards teaching and research, age, academic rank, years of teaching experience and department. c) Feb. 1982.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

d) G.A.B. Moore and Marguerite Ceschi-Smith, Office of Educational Practice, University of Guelph.

D6 a) The relation between research and teaching. b) In this study 86 professors in 23 disciplines were interviewed about their research and teaching at different levels and two different sizes of classes. The research sought to relate the nature of research (viewed as the way the scholar learns in the discipline) to the kinds of instruction proposed for their courses. For example, to what extent do researchers engaged in experimental laboratory research involve their students in similar experiences? Results vary for different subject groups and for class indistinguishably from student level. c) 1982. d) Bruce M. Shore and Susan Pinker, Centre for Teaching and Learning Services, McGill University.

See also/Voir aussi:

A18 A history of women at McGill University.

A27 A comparative study: relative opportunities for women in CIAU - 1978-81.

B43 A study of administrative organization and financial management of Trent University, Peterborough, Ont.

B58 Evaluation of salary administration program for CAATs.

B60 A methodological approach to selective cutbacks.

B64 Foreign academics at Canadian universities: a statistical perspective on new appointments during the seventies.

B65 Computerizing curricula vitae of members of faculty.

C65 Computer and computing in the 80s: the areas of concentration and action for the Ontario CAATs.

E STUDENTS/ETUDIANTS

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) Adult student satisfaction - Alberta Vocational Centres. b) The study asks students (total population of four Alberta Vocational Centres as of May 1981) to respond to eight demographic items and 44 satisfaction statements. The satisfaction statements are divided into four scales: physical facilities, institutional interpersonal relations, program quality and support services. c) March 1982. d) A.M. Hendry and G.B. Schmidt, Alberta Advanced Education and Manpower, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

E2 a) An investigation into factors influencing choice of universities by school graduates. b) The project aims to identify some key factors influencing the choice of universities. The impact of public relations material and advertisements, university recruiters, campus visits, etc. on school graduates' decisions to join universities is investigated. c) Jan. 1982. d) Mallika Das, Dept. of Marketing, Saint Mary's University.

E3 a) A series of surveys of Ontario women students entering engineering programs. b) At five-year intervals (1976, 1981 and 1986) a questionnaire survey is undertaken among first-year women students in engineering at Ontario universities. Information about academic background, family influence, career guidance in secondary school, reasons for choosing engineering, etc. is being compiled and analysed for changes over time. c) 1987. d) Dormer Ellis, 47 Yorkview Drive, Willowdale, Ont. M2N 2R9. f) First interim report in Proceedings, Fifth International Conference of Women Engineers and Scientists, Rouen, France, 1978. Second interim report to be published in 1982.

E4 a) A longitudinal study of a complete cohort of women engineering students at ten Ontario universities. b) All women who enrolled in a first-year engineering program in 1976 are followed through university, through the two-year period of supervised practical experience after graduation, and into professional employment as a licensed professional engineer. Information has been collected through questionnaires and personal interviews. The focus is on the characteristics of the students and the sources of encouragement and discouragement as they prepare for careers in a field which is non-traditional for women. c) 1983. d) Dormer Ellis (see above). f) Report on first four years, "A long-term study of some female engineering students", in Proceedings, 95th Congress of the Engineering Institute of Canada, May 1981.

E5 a) A survey of university first-year failing students. b) A one-day seminar attended by representatives of government, faculty, students, teachers'

E STUDENTS/ETUDIANTS

federation, school trustees, university administration and student services produced about 100 factors relevant to freshmen student failure. They were translated into 92 statements, to be rated as inventory items by first-year students. About 90% of students present at classes in March 1981 (70% of all students enrolled) completed the questionnaire. Students who completed the questionnaire and who were subsequently "required to discontinue" were matched with "surviving" students and inventory items were analysed to establish their powers of discrimination; other variables (age, matriculation marks,etc.) were also compared. Perceived problems by students were analysed according to their significance for all students and for students destined to fail the year. c) July 1981. d) John McLeod, College of Education, University of Saskatchewan.

E6 a) Becoming a teacher: a phenomenological investigation into the process of art teacher education. b) Longitudinal, three-year study in which the growth, changes and concerns of students in a program of art teacher education are revealed from the students' perspectives through a series of interviews, observations and reflections. c) June 1982. d) Harold Pearse, Nova Scotia College of Art and Design, 5163 Duke St., Halifax, N.S. B3J 3J6. f) PhD dissertation, Atlantic Institute of Education.

E7 a) Relation existante entre le style d'apprentissage et les résultats universitaires obtenus chez trois promotions de BSc éducation physique de l'Université de Montréal, 1977-1980, 1978-1981 et 1979-1982. b) Les sujets ont passé le test: LAM BØP (Hill 1975) pour déterminer le style d'apprentissage. Quatre catégories de résultats académiques ont été déterminés. Les caractéristiques d'apprentissage se retrouvant majeures chez 70% et plus des individus d'une même catégorie de résultats sont regroupées pour déterminer le profil d'apprentissage à cette catégorie. On retrouve quatre profils d'apprentissage correspondant à chacune des catégories de résultats pour chaque cours étudié à partir desquels le profil type d'apprentissage à chaque catégorie de résultats se trouve identifié. Les caractéristiques communes à ces quatre profils types sont identifiées à leur tour ainsi que les caractéristiques spécifiques, ce qui permettra de voir s'il y a une relation entre les résultats académiques des étudiants et leur style d'apprentissage. Tous les résultats statistiques seront obtenus par le Logiciel S.P.S.S. (Statistical Package for the Social Sciences). c) Juin 1983. d) Claire Marcil-Faubert, Dép. d'éducation physique, Université de Montréal.

E8 a) Survey of student needs at Capilano College. b) The literature of adult education often suggests that older learners have both a unique learning style and a set of needs different from those of younger learners; other observers see education as a process whose generic elements differ little regardless of the age of the learner. The objective of this study was to identify whether there are significant age-related differences in the needs of Capilano College students. c) June 1981. d) L.E. Devlin, University Extension, University of Victoria. f) Results obtainable from P. Gallagher, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

E9 a) The consequences of obtaining a degree in middle adulthood. b) A hundred men and women in Canada and England who graduated after age 35 were interviewed two to eight years after graduation in order to ascertain the

E STUDENTS/ETUDIANTS

consequences of obtaining a degree at a later than usual stage of life. Vocational success matched or surpassed that of younger students with the exception of older women in England. Personal, social and family advantages were cited. Three types of mature students were discerned. c) Aug. 1982. d) Lelia R. Morey, Malaspina College, 900 Fifth St., Nanaimo, B.C. V9R 5S5.

E10 a) Part-time degree students: tomorrow's majority? b) Historical review of part-time enrolments and part-time students' characteristics, 1939-1979. Certain socio-economic factors expected to affect part-time enrolments to the year 2000 are identified and discussed, and projections of age-group part-time participation rates and part-time enrolments to the year 2000 are estimated. c) Feb. 1982. d) D.J. Lynd, M. Mouelhi and R.J. Belanger, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

E11 a) Survey of 1981 doctoral degree recipients. b) The main objective is to collect data on PhD graduates including educational background, specialization and employment information. All individuals who earned a doctorate in the calendar year 1981 will be covered. It is anticipated the survey will continue on an annual basis. c) March 1982. d) D.J. Lynd and T. Bird, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

E12 a) Report of a project to develop examinations for advanced standing for diploma graduates entering a baccalaureate nursing program. b) Development of reliable and valid methods of assessing the extent to which diploma nurse applicants have mastered competencies for advanced standing in the nursing courses of a four-year baccalaureate program. A package of testing materials including written simulated patient-management problems were developed and tested. The results of pre-testing are reported. c) 1981. d) Nora I. Parker, Fac. of Nursing, University of Toronto. f) Report, $15.00, obtainable from Fac. of Nursing, University of Toronto.

E13 a) Longitudinal study of career/technical programs in British Columbia's community colleges and institutes. b) Three-year monitoring of all students in all programs of career/technical designation in colleges and institutes. Analysis of the application base, attrition from programs, job placement and extended follow-up. The study is intended to provide insight into the program evaluation process. c) June 1984. d) John D. Dennison, Fac. of Education, University of British Columbia; Glen C. Forrester, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2; Gordon Jones, Vancouver Community College, 100 West 49th Ave., Vancouver, B.C. V5Y 2Z6.

E14 a) Perceptions des étudiants vis-à-vis de l'évaluation. b) L'objectif du projet est de fournir un état des perceptions des étudiants du Cégep de Maisonneuve face aux diverses composantes de l'évaluation: buts, sortes de mesures, contenu, forme, types d'évaluation, etc. Les informations obtenues permettront de mieux se situer vis-à-vis des attentes, des valeurs, des attitudes et des besoins des étudiants. Un questionnaire écrit sera administré à un échantillon des étudiants afin de valider les hypothèses et le modèle conceptuel. On procédera ensuite au traitement des résultats, à l'analyse des données et à la formulation des recommandations. c) Juin 1982. d) France Hubert, Cégep de Maisonneuve, 3800 est, rue Sherbrooke, Montréal, Qué. H1X 2A2.

E STUDENTS/ETUDIANTS

E15 a) Relationship between admission procedures and performance in the baccalaureate nursing program at McMaster University. b) McMaster assesses candidates applying for the BScN program directly upon completion of secondary school on the basis of grade 13 marks; a second group, "special" applicants, are considered on the basis of interview scores. The objective of this project is to identify valid and reasonable admission procedures to select and retain suitable nursing students. Two randomized controlled trials have been designed, each addressing one of the two categories of applicants. Admission procedures to be examined include grades, personal interview and the autobiographical letter. c) 1988. d) Alba Mitchell, Janet Pinelli and Beth Seeley, School of Nursing, McMaster University; Bonnie Stevens, 2317 Lakeshore Road, Burlington, Ont. L7R 1B3.

E16 a) Survey of student goals and characteristics. b) A modified ACT/NCHEMS survey battery is being administered to four groups of students: non-returning, new, no-shows and continuing. Results will give longitudinal insights into student goals, characteristics and experiences. c) Ongoing. d) Peter Haney, Institutional Research, University of Lethbridge.

E17 a) Development of a performance measurement system for the education and training program, Correctional Service of Canada. b) Presentation of a three-component assessment procedure for use in the Education and Training Division, Penitentiaries. Together the three components (use of social indicators, site assessment, post-release follow-up) provide a continuous and comprehensive portrayal of the total education and training program and its parts. c) March 1981. d) W. Todd Rogers, Fac. of Education, University of British Columbia; Fernand Gauthier, Université de Montréal; Leslie D. McLean, Ontario Institute for Studies in Education; Thomas O. Maguire, University of Alberta. f) Education and Training Division, Penitentiaries, Correctional Service of Canada, Ottawa, Ont. K1A 0P9.

E18 a) Advising and interviewing in the Division of Junior Studies, Memorial University of Newfoundland. b) The report (119 p. and tables) contains a review of the advising and interviewing program of the Division and recommendations for improvements, based mainly upon the results of questionnaires administered to faculty and students. It details faculty attitudes towards the program and gives information on student backgrounds, the operation of the program and student attitudes towards it. c) Aug. 1981. d) Ches Sanger, Peter Fisher and Helen Jones, Div. of Junior Studies, Memorial University. f) Report available from G.K. Winter, Div. of Junior Studies, Memorial University.

E19 a) Admission of adult students to university programs: the use of predictors. b) Using the population of mature students who applied for admission to the BA program at the University of Guelph, Fall 1978, the research focused on pre-admission criteria which could be shown to be predictive of eventual success and was designed to test the relationship between a set of standardized instruments and success as defined by grades achieved after one semester. The main topics treated were aptitude, attitude and biographical characteristics, the instruments that estimated these factors, and the relationship of each of these factors to eventual academic success. No statisti-

cally significant relationships were found such that any one instrument would predict eventual success with a high degree of reliability; however, the low positive relationships may support the use of the instruments as counselling tools. The student can then be given some information as to his likelihood of success. Aptitude and attitude instruments are a useable resource in predicting eventual success for mature students. The findings suggest there is a need for thoroughly evaluating admission criteria for mature students. c) Fall 1981. d) Robert H. Williston, Dept. of Extension and Summer Session, University of New Brunswick.

E20 a) A survey and analysis of John Abbott College francophone students. b) Survey of students of French mother tongue who were questioned regarding language of previous education, English skills, reasons for coming to Abbott and overall assessment of the college atmosphere. Verbal report with cross-tabular tables. c) May 1981. d) Cheryl Veltman, John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Qué. H9X 3L9.

E21 a) Psychosocial, academic survey of current use and abuse of drugs at John Abbott College. b) Research to gain information on the patterns, attitude and extent of non-medical drug use by the students; to determine students' interest in participating in courses or workshops on drug abuse; to identify specific topics for courses and workshops. c) Feb. 1981. d) John A. Bryson, Barbra W. Ford, Leslie Klein and Dorothy Baril, John Abbott College (see above).

E22 a) Analysis of public responses to the Report of the Federal-Provincial Task Force on Student Assistance/Analyse de la réponse du public au Rapport du Groupe d'étude fédéral-provincial sur l'aide aux étudiants. b) Following the publication of the above report, public comments on its contents were invited and received from 49 groups and individuals. They are analysed in the present report/A la suite de la publication du rapport mentionné ci-dessus on a invité les membres du public à exprimer leurs opinions sur son contenu. Le présent rapport contient une analyse des commentaires reçus. c) Oct. 1981. d) Federal-Provincial Task Force on Student Assistance, P.O. Box 2211, Station "P", Toronto, Ont. M5S 2T2.

E23 a) Entry qualifications to a baccalaureate nursing program as predictors of success in the registered nursing examinations. b) Retrospective study of student entrance marks, university grades and registered nurses' examination scores, using the records of students graduating in 1978, 1979 and 1980 from Laurentian University School of Nursing (sample of about 100 students). c) June 1982. d) Rosalind Orr and Brenda Keehn, School of Nursing, Laurentian University.

E24 a) A study of student university attrition. b) Project to define trends in university attrition rates, peak times of years, reasons for leaving and programs of study; and to identify high-risk groups of students who might benefit from counselling. An initial review of trends in the data will be followed by a long-term cohort study. c) 1986-87. d) R.H. Farrant, Dept. of Psychology, and Rosalind Orr, School of Nursing, Laurentian University.

E25 a) Metacognition and problem finding and doctoral research students.

E STUDENTS/ETUDIANTS

b) The study examines a hypothetical hierarchy of metacognitive functioning in relation to learning styles and the ability to formulate original research questions. The subjects are doctoral research students. It is hoped to verify that there are optimal levels of self-awareness and cognitive flexibility associated with problem finding ability. c) 1983. d) Bruce M. Shore, Judidale Hymovitch and Arlene Dover, Centre for Teaching and Learning Services, McGill University.

E26 a) Intentions of grade 12 students - 1982. b) Information was produced about post-high school plans and intentions of about 11,000 grade 12 students enrolled in Manitoba schools in 1981-82. Various influences on student plans were also recorded. c) Dec. 1981. d) Harold McCort and Larry Bremner, Research Branch, Manitoba Department of Education, 408-1181 Portage Ave., Winnipeg, Man. R3G 0T3.

E27 a) University degree completion: University of British Columbia and University of Victoria, 1973-1979. b) Examination of academic progress of undergraduate students entering the university for the first time between 1973 and 1979. Progress is measured in terms of continuing enrolment status, degree attainment and academic status upon graduation. Reports 39, 39A and 39B for UBC and 41, 41A and 41B for Victoria deal respectively with transfer students, continuing direct-entry students and a yardstick for comparison. Reports 47 (UBC) and 49 (Victoria) update and supplement the information. c) 1981. d) Glen C. Forrester, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2; Gordon Jones, Vancouver Community College, 100 W. 49th Ave., Vancouver, B.C. V5Y 2Z6; John D. Dennison, Fac. of Education, University of British Columbia.

E28 a) Degree completion at British Columbia's universities, 1981-82. b) Study of the degree completion rate by both regular and transfer students. Data are gathered from all students from 1973 to 1981 and reported by faculty, major and sex. Withdrawal rates are also reported. c) Nov. 1982. d) John D. Dennison, Gordon Jones and Glen C. Forrester (see above).

E29 a) British Columbia colleges' articulation study, university achievement. b) Articulation studies to provide data on the academic achievement of community college transfer students after transfer to one of the B.C. universities and to provide for a longitudinal approach to the study of student achievement. They show a variation in the academic achievement of students from different colleges and according to faculty entered and subject taken. Reports 43, 44 and 45 (respectively UBC, 1980-81; Simon Fraser, Fall 1980 and Spring 1981; and Victoria, 1980-81) provide basically raw data without interpretation. c) Nov. 1981. d) Glen C. Forrester, John D. Dennison and Gordon Jones (see above).

E30 a) Academic achievement of transfer students at British Columbia's universities, 1981-82. b) Follow-up study of the performance of transfer students from B.C.'s 15 community colleges to the three public universities. Data are reported by faculty, department and program; comparisons are made with "regular" students. c) August 1982. d) John D. Dennison, Gordon Jones and Glen C. Forrester (see above).

E STUDENTS/ETUDIANTS

E31 a) User's manual, British Columbia's colleges articulation study. b) Report 40 provides a quick reference source and explanation of terms and definitions used in the articulation reports (see above), gives a brief overview of the type and extent of data contained in them, describes the reporting format, gives some examples of how the reports can be used, and lists all published reports in the articulation study series. c) Nov. 1981. d) Gordon Jones, Glen C. Forrester and John D. Dennison (see above).

E32 a) Trends in university achievement 1976-1980. b) Since 1975, the B.C. colleges' articulation study has reported the monitoring of academic achievement of community college students after transfer to a university. Report 46 summarizes some of the findings, presents data on a multi-year basis so that existing trends may be observed, and compares achievement rates of college-transfer students and non-college entry students. c) Feb. 1982. d) Glen C. Forrester, Gordon Jones and John D. Dennison (see above).

E33 a) Trends in university achievement. b) Continuation of above-reported study, to cover a six-year period. c) Oct. 1982. d) John D. Dennison, Gordon Jones and Glen C. Forrester (see above).

E34 a) Follow-up study of career/technical students from the British Columbia community colleges and institutes. b) A technical report records the results of a follow-up study of some 5500 students from post-secondary non-university career/technical programs; contains a description of the research methodology; and reports on reasons for undertaking career programs, discontinuance, job placement, length of time to find employment, relationship between specific programs and type of employment, and student reaction to post-secondary institution. A summary report presents the major findings of the study. c) August 1981. d) John D. Dennison, Glen C. Forrester and Gordon Jones (see above).

E35 a) Learning styles and learning preferences in family practice training. b) Assessment of the influence of learning styles on preferred learning activities, achievement and teacher-program satisfaction in post-graduate medical education. c) 1982. d) P. Grand'Maison, Fac. de médecine, Université de Sherbrooke; J. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

E36 a) Post-graduate training for family medicine: does it make a difference? b) Comparison of differences in learning experiences and outcomes between residents receiving hospital-based versus community-based training in family medicine. c) 1983. d) W. Weston, Byron Family Medical Centre, 1228 Commissioners Rd. W., London, Ont. N6K 1C7; J. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

E37 a) 1981-82 SSOMA financial survey. b) Analysis of educational expenses and sources of financial support of under-graduate students in the five Ontario medical schools, with sub-group analyses of students reporting difficulties in financing their education. c) 1982. d) M. Asch, Fac. of Medicine and J. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

E STUDENTS/ETUDIANTS

E38 a) The right mix: the report of the Commission on Foreign Student Policy in Canada. b) Study of foreign students in Canadian institutions and recommendations for a policy on foreign students. c) Jan. 1982. d) Commission on Foreign Student Policy in Canada, Owen Carrigan, chairman, Canadian Bureau for International Education, 141 Laurier St. W., Ottawa, Ont. K1P 5J3. f) Report available from CBIE, $8.00.

E39 a) Nos étudiants-maîtres inscrits en éducation maîtrisent-ils le processus scientifique? b) On a constaté les difficultés qu'éprouvent les étudiants de maîtrise en éducation à appliquer dans leur projet de mémoire le processus scientifique; de plus, les étudiants du premier cycle de didactique des sciences ne semblent pas suffisamment préparés au processus scientifique pour s'en servir comme stratégie d'enseignement et encore moins comme méthode de recherche. Pour diagnostiquer les failles dans l'utilisation du processus scientifique chez les individus de ces groupes, on se propose de construire et d'éprouver un test portant sur les quatre principales étapes du processus scientifique. Ce test sera administré aux étudiants-maîtres de l'Université de Montréal et de l'Université de Rabat. Aucune connaissance scientifique particulière ne sera requise. Seules les aptitudes seront mesurées. c) Déc. 1982. d) Marthe Demers, Fac. des sciences de l'éducation, Université de Montréal.

E40 a) Origine géographique des étudiants du premier cycle, Université Laval. b) Le territoire de référence. Les travaux de diffusion. Les facteurs de diffusion hors de l'est. Diffusion dans l'est et hors de l'est des divers programmes. Vue d'ensemble sur le premier cycle. c) Nov. 1981. d) Marcel Lauzon, Bureau de recherches institutionnelles, Université Laval.

E41 a) L'accueil de l'adulte à l'Université Laval. b) L'origine et le mandat du Service d'accueil. Vue de synthèse. Présence des adultes à l'université. Le vécu du Service d'accueil. Pistes de solution. c) Fév. 1981. d) Marcel Lauzon (voir plus haut).

E42 a) Program availability and student needs in part-time studies at Ontario universities. b) The report (107 p. plus appendices) includes an inventory of programs at each Ontario university and Ryerson Polytechnical Institute available to part-time students and those that are not, student and institutional barriers to part-time education, and policies and reasons for lack of program availability. c) August 1981. d) R. Coughlin, The Levy-Coughlin Partnership Inc., 12 Cumberland, 2nd Floor, Toronto, Ont. M4W 1J5. f) Available from Research Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2, Att.: J. Morgan.

E43 a) Rationality of student expectations. b) Do student grade expectations adhere to the postulates of rationality, i.e. unbiasedness and efficiency? c) Spring 1982. d) Rolf Mirus, Fac. of Business Administration, University of Alberta.

E44 a) Direct funding to users: a brief description and analysis ("voucher schemes"). b) The 14-page paper discusses the reasons generally put forward for adopting a voucher scheme, presents some models for implementing such a scheme, and mentions some general concepts which must be considered when a

E STUDENTS/ETUDIANTS

voucher scheme is designed. c) Feb. 1982. d) James Downey, University of New Brunswick. e) AUCC, 151 Slater St., Ottawa, Ont. K1P 5N1.

See also/Voir aussi:

A9 Community and university: a study of community attitudes toward the University of Prince Edward Island.

A18 A history of women at McGill University.

A27 A comparative study: relative opportunities for women in CIAU - 1978-81.

B3 Educational planning for better mobilization of young members.

B9 Relance UQAM, 1979-80.

B23 A follow-up of former Vancouver Community College/Langara career program students: 1979-80.

B24 Program evaluation process at Vancouver Community College.

B27 The determinants of university enrolment patterns in Canada.

B32 University outcomes assessment project.

B33 Longitudinal follow-up survey of 1976 community college graduates.

B34 Manitoba community college follow-up survey of 1981 graduates.

B35 Apprenticeship training program follow-up survey of 1980-81 apprentices.

B36 Apprenticeship training program follow-up survey of training step-outs 1979-80.

B37 Assessment of labor market outcomes of Manitoba community college graduates from 1976 to 1980 - time series analysis.

B47 Looking beyond.

B53 Education, qualification professionnelle et carrière au Québec.

B55 Post-graduation survey.

B56 Introduction to non-traditional occupations program (INTO) evaluation: expanding women's career options.

C13 Process and outcome in discussion groups.

C25 An assessment of a learning centre as measured by the overall academic success of the student clients.

E STUDENTS/ETUDIANTS

C41 La pensée formelle chez les étudiants de collège I: objectif ou réalité?

C66 Evaluation of successive changes in teaching format of the introductory psychology course.

D4 Analysis of roles in teaching and learning and implications for instructional improvement.

F14 Toward integration: designs for further university/community linkages.

F16 The occupationally-oriented adult part-time learner.

F18 Continuing teacher education: views from the profession.

F23 L'accès permanent à l'Université Laval.

F. EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Relationships between anxiety and classroom behaviors of adult learners. b) The relationship between three types of anxiety and eight types of classroom behavior was examined. Data were gathered through questionnaire and observation at the beginning, midway through and at the end of the teaching-learning process from 81 adult learners. Findings seem to hold promise of a better understanding of the intangible mental state of adult learners from their overt behaviors as correlation and canonical variate analyses revealed close and direct relationships among anxiety and behavior variables. The communication anxiety theory seemed also to be verified as there was definitely a difference between high and low anxiety learners in the frequency of behaviors displayed. c) 1981. d) Yee-Lay Jack Lam, Fac. of Education, Brandon University. f) *Journal of British Educational Psychology*, 51(1981):90-96.

F2 a) Selected course content, cognitive and affective factors and classroom behaviors of adult learners. b) The relative impacts of course content and cognitive and affective factors on classroom behaviors of adults have been examined in the context of a systems paradigm from a longitudinal perspective. Based on six classes in the evening continuing education program, the analysis confirmed empirical linkages between input (course content) and process variables (cognitive and affective) with the output (behavioral) variables, though the relationships were far more complex than first conceived. Findings also suggested that feedback based on behavior observation hold significant promises of improvement of instruction to minimize frustration of adult participants and attrition problems. c) Nov. 1981. d) Yee-Lay Jack Lam (see above).

F3 a) Survey of on-campus and off-campus part-time credit students. b) Analysis of a large number of variables relating to part-time students. c) Sept. 1981. d) L.E. Devlin, University Extension, University of Victoria.

F4 a) Power engineering project. b) Examination of alternative delivery modes for the 4th Class Power Engineering correspondence course, involving the Northern and Southern Alberta Institutes of Technology and Keyano College. A combination of distance education, computer-managed learning and enhanced tutorial will be investigated. c) March 1983. d) Director of Instruction, Southern Alberta Institute of Technology, 1301 16 Ave. N.W., Calgary, Alta. T2M 0L4.

F5 a) Learning at a distance: a world perspective. b) An international committee identified the major areas and concerns in distance education using a Delphi technique. Contributions from over one hundred authors have been edited into a state-of-the-art review. The biggest single group of contributors describe Canadian experiences in distance education. c) March 1982. d) J.S. Daniel, Sir George Williams Campus, Concordia University,

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

M.A. Stroud, University of Calgary, and J. Thompson, Athabasca University. f) *Learning at a distance: a world perspective*, Athabasca University, March 1982.

F6 a) The development of extension education at Queen's University 1889-1945. b) DEd thesis, University of Toronto, describing the beginning and further development of extension work at Queen's, the establishment of a summer school in 1910 and a department of extension in 1921, the work of this department, and the shift in the development of extension work in the period 1933-1945, which drew the university into the main stream of adult education. An epilogue briefly relates the events which significantly altered the direction of extension at Queen's in the late 1960s and early 1970s. c) 1981. d) Edward A. Dunlop, Division of Part-Time Studies, Queen's University.

F7 a) Education in prisons: a developmental and cultural perspective. b) Attempt to view academic education in penal institutions from a developmental and cultural perspective. The model proposed is based on the theory that many prisoners are deficient in intellectual, social and moral development and that this in turn leads to inadequacies in their analytic problem-solving skills and interpersonal and social skills. A further assumption is that the criminal is more a decision maker than a victim of his environment. c) Ongoing. d) J. Douglas Ayers, Fac. of Education, University of Victory. f) *Canadian Journal of Education*, 6:2(1981).

F8 a) Pictogram ideogram communication system. b) The PIC system was developed primarily to aid and encourage communication with mentally handicapped individuals. The project involves evaluating the representation of PIC symbols on various graphics displays ranging from low to high resolution, with and without color. Voice synthesizer support will also be evaluated. c) Dec. 1982. d) A.G. Law and R.B. Maguire, Dept. of Computer Science, University of Regina.

F9 a) Third-age education: provision for senior citizens. b) Survey of existing provisions for educational programs both for senior citizens, and by and about older people, in London and its neighborhood, to cover the full range of public and private, formal and informal, and voluntary programs, in an attempt to describe the broad scope of educational opportunities relating to senior citizens, pre- and post-retirement, and to identify areas for improvement of services and programs. c) Dec. 1982. d) David Radcliffe, Fac. of Education, University of Western Ontario. f) A report will be prepared.

F10 a) Validation of an evaluation mechanism for continuing medical education short courses: "Commitment for Change". b) Validation of an evaluation procedure that is designed to measure the effects of university CME courses and that seeks to substantiate self-reported physician behavior changes and to differentiate between potential causes of that behavior change due to course attendance. The project also aims at performing a drug utilization review of medications prescribed by family physicians for ambulatory patients. Data have been obtained from 61 physicians who attended a short course in therapeutics and another four who agreed to form a control group. All physicians used prescription pads with carbon copies for six weeks before and four months after the course. It is expected to demonstrate that the course resulted in

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

and was the major stimulus for significant prescribing habit change; to show a proportional increase in the amount of positive change between those who did not attend the course and those who did; and to show a strong relationship between reported and actual change. Drug utilization by family practitioners in their ambulatory practices will be reviewed and information will be produced (incidence of prescribing various drugs in the Maritimes as a whole, by province, solo vs. group, etc.) which can be used to develop educational programs to promote rational prescribing. c) July 1981. d) Ian E. Purkis and Lynn Curry, Fac. of Medicine, Dalhousie University.

F11 a) Establishment of learning preferences of Maritime specialists. b) It has become increasingly evident that before embarking on CME programs for specific specialties it is necessary to examine potential differences in their learning patterns. Using data from the Maritime Learning Survey (see 1981 *Inventory*, F19) specialists were analysed for differences between specialties, taking into consideration CME actually done, preferred and felt to be effective in behavior change. c) Dec. 1981. d) Ian E. Purkis and Lynn Curry (see above). f) Submitted for publication in *Annals of the Royal College of Physicians and Surgeons*.

F12 a) Cardiopulmonary resuscitation study. b) In order to measure educational parameters in basic life support cardiopulmonary resuscitation (CPR) training, the study will examine the nature of the learning and forgetting curve for knowledge and skills, the relationship of perceived ability to measured knowledge and skills before and up to one year after training, roles taken in CPR incidents, and the effect of practice on knowledge and skill retention. c) Jan. 1983. d) David Gass and Lynn Curry, Fac. of Medicine, Dalhousie University.

F13 a) Physician as learner. b) It having been suggested that more effective CME might be achieved by giving consideration to individual learning styles of physicians, two conferences of experts in the field of learning styles and CME providers were held, focusing on the application of learning style research to medical education. The outcome was the compilation of an extensive list of research projects to be undertaken on a multi-centered basis across the country and coordinated through CME, Dalhousie University. c) Ongoing projects. d) Lynn Curry (see above). f) Monograph.

F14 a) Toward integration: designs for further university/community linkages. b) Advice to the University of Calgary re part-time students, the University presence downtown and elsewhere in Calgary, cooperative education, placement services and the development of consortia. c) June 1981. d) W.A.S. Smith and Martha A. Stroud, Office of the Vice-President (Academic), and C.J. Greenhill, Office of Institutional Research, University of Calgary.

F15 a) Distance education and new communications technologies. b) Investigation into the state of the art of educational technology. c) Dec. 1981. d) W.A.S. Smith and Martha A. Stroud (see above). f) C.K. Knapper (ed.), *Teaching and Learning*, Jossey-Bass, San Francisco, to be published 1982.

F16 a) The occupationally-oriented adult part-time learner. b) The

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

study presents a profile of the occupationally-oriented part-time learner derived from quantitative and qualitative research designs. Age appears to have a significant influence upon the dimensions of adult learners who pursue courses for occupationally-related reasons. The paper concludes with a series of implications for adult educators which should help them develop appropriate learning programs and experiences. c) July 1981. d) Marguerite Ceschi-Smith, Office for Educational Practice, and Mark Waldron, School of Part-Time Studies and Continuing Education, University of Guelph. f) Lifelong Learning Research Conference Proceedings, 1982.

F17 a) An Ontario inter-university service to provide distance education credit courses: a feasibility study. b) Preparation of a report of the ways and means of implementing an inter-university service in Ontario to offer undergraduate degree courses for adult students via the distance education mode of instruction. It is assumed that media components would play an important role in supporting the teaching/learning process. The methodology embraces, among others, in-depth interviews with faculty members and academic executives, public opinion surveys and review of opinions of business and industry leaders. c) March 1983. d) Ignacy Waniewicz and Janette M. Baker, TVOntario, Box 200, Station Q, Toronto, Ont. M4T 2T1.

F18 a) Continuing teacher education: views from the profession. b) The report, 81 p., describes the findings of a survey of a sample of Newfoundland teachers on their continuing education history, their future plans and their assessment of their continuing education experiences. Among the findings are that most teachers aspire to further education beyond their current level and that there is likely to be sustained demand for graduate programs in education. Teachers have a generally favorable impression of their university continuing education experience, but courses are rated somewhat lower on relevance to teaching than on other aspects. c) June 1981. d) R.K. Crocker, Fac. of Education, Memorial University.

F19 a) The Open University - an outsider's impressions. b) Visits are being undertaken to Open Universities and extension departments in several countries to gain ideas and impressions, particularly as they might relate to the Canadian "distance" situation. c) Feb. 1982. d) W.R. Crowe, School of Business Administration, Lakehead University.

F20 a) Adult learning patterns in distance education. b) Examination of a course delivered by interactive satellite from the students' point of view. In particular, students' preferred learning strategies and factors which inhibit adult learning are identified. c) Sept. 1982. d) Margaret Haughey, School of Public Administration, University of Victoria.

F21 a) The ISIS kit: interpersonal skills for involvement with seniors. b) The kit provides ten two-and-a-half hour units designed to meet the basic learning needs of those who work with older people and is intended for adult learners and workers in the gerontology field: direct service staff, volunteers, administrators and students in post-secondary institutions. Topics covered are: new social relationships, changes in the body and the senses, self-concept and self-esteem, stress and relaxation, health and attitudes

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

towards aging. The kit is designed for groups of up to 15 people, provides basic factual knowledge about normal, relatively healthy older people, and emphasizes practical skills for helping the elderly adapt positively to changes associated with old age. c) Sept. 1981. d) Ann W. Fales, Dorothy MacKeracher and Deborah S. Vigoda, Ontario Institute for Studies in Education.

F22 a) Reflection as a mode of knowing. b) Article based on the analysis of interviews with nine respondent counsellors regarding their understanding of their own reflection, and a re-analysis of a sample of respondent tapes taken from the data pool developed during a project on the career life understanding of mature practitioners. c) May 1981. d) Ann W. Fales (see above); Evelyn M. Boyd, Center for Health Sciences, Oakland University, Rochester, N.Y.

F23 a) L'accès permanent à l'Université Laval. b) La mission et les buts de l'Université Laval et l'accessibilité. Bilan de l'Université Laval sur le plan de l'éducation permanente. Perspectives d'avenir et orientations qui en découlent ainsi qu'un énoncé de principes directeurs. Les moyens propres à augmenter la possibilité d'accès permanent à l'université: accueil et admission aux programmes et aux cours. Souplesse et adaptation des programmes. Accessibilité géographique et dans le temps aux cours et aux programmes. L'extension de l'enseignement et l'accès permanent à l'université. Accessibilité, adaptation et coûts des services. Information, publicité et recrutement. Organisation de soutien. Rapport, 168 p. plus 32 p. d'annexes. c) Avril 1981. d) Michel Gervais, Christiane Aubertein et Pierre Allard, Projet Laval, Cabinet du Recteur, Université Laval.

F24 a) Continuing education: the third system/L'éducation permanente: le troisième système. b) The report (English version 133 p., French version 178 p.) considers existing policy provisions in continuing education in Ontario, the need for flexibility in the continuing education infrastructure, the barrier of adult undereducation, problems of access to the third system, and the question of government commitment to continuing education. c) Jan. 1981. d) Task Force on Continuing Education, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2. f) Available from Publications Sales, Ontario Institute for Studies in Education, and Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8.

See also/Voir aussi:

A7 Evaluation of federal funding of labor education in Canada, part 2 and 3.

A9 Community and university: a study of community attitudes toward the University of Prince Edward Island.

A18 A history of women at McGill University.

A20 Prison education in Canada.

A29 Adult education theses: Canada.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

B47 Looking beyond.

C6 Expérimentation d'un modèle d'approche systémique dans l'enseignement radiodiffusé.

C10 Promotion de l'éducation des adultes à la Faculté des sciences de l'éducation de l'Université Laval.

C19 Teaching and workshop methods in agriculture: a handbook for planners, instructors and administrators.

C34 Dossier-souche sur l'enseignement à distance.

E8 Survey of student needs at Capilano College.

E42 Program availability and student needs in part-time studies at Ontario universities.

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES

The University of Alberta
Edmonton, Alta. T6G 2E5

Athabasca University
12352-149 Street
Edmonton, Alta. T5V 1G9

Brandon University
Brandon, Man. R7A 6A9

The University of British Columbia
2075 Wesbrook Mall
Vancouver, B.C. V6T 1W5

Brock University
Merrittville Highway
St. Catharines, Ont. L2S 3A1

The University of Calgary
2500 University Drive N.W.
Calgary, Alta. T2N 1N4

College of Cape Breton
P.O. Box 5300
Sydney, N.S. B1P 6L2

Carleton University
Ottawa, Ont. K1S 5B6

Concordia University
Loyola Campus
7141 Sherbrooke Street W.
Montreal, Que. H4B 1R6

Sir George Williams Campus
1455 de Maisonneuve Blvd. W.
Montreal, Que. H3G 1M8

Dalhousie University
Halifax, N.S. B3H 3J5

University of Guelph
Guelph, Ont. N1G 2W1

Lakehead University
Oliver Road
Thunder Bay, Ont. P7B 5E1

Laurentian University/Université Laurentienne
Ramsey Lake Road
Sudbury, Ont. P3E 2C6

Université Laval
Cité universitaire
Québec, Qué. G1K 7P4

The University of Lethbridge
4401 University Drive
Lethbridge, Alta. T1K 3M4

The University of Manitoba
Winnipeg, Man. R3T 2N2

McGill University
Centre for Teaching and Learning Services
815 Sherbrooke Street W.
Montreal, Que. H3A 2K6

Faculty of Education
3700 McTavish Street
Montreal, Que. H3A 1Y2

Faculty of Management
1001 Sherbrooke Street W.
Montreal, Que. H3A 1G5

McMaster University
Hamilton, Ont. L8S 4L8

Memorial University of Newfoundland
Elizabeth Avenue
St. John's, Nfld. A1C 5S7

Université de Montréal
C.P. 6128, Succursale A
Montréal, Qué. H3C 3J7

Mount Saint Vincent University
Halifax, N.S. B3M 2J6

University of New Brunswick
P.O. Box 4400
Fredericton, N.B. E3B 5A3

Nova Scotia College of Art and Design
5163 Duke Street
Halifax, N.S. B3J 3J6

The Ontario Institute for Studies in Education
252 Bloor Street W.
Toronto, Ont. M5S 1V6

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES

University of Ottawa/Université d'Ottawa
Ottawa, Ont. K1N 6N5

University of Prince Edward Island
550 University Avenue
Charlottetown, P.E.I. C1A 4P3

Université du Québec à Montréal
C.P. 8888, Succursale A
Montréal, Qué. H3C 3P8

Université du Québec à Trois-Rivières
C.P. 500
Trois-Rivières, Qué. G9A 5H7

Queen's University at Kingston
Kingston, Ont. K7L 3N6

The University of Regina
Regina, Sask. S4S 0A2

Ryerson Polytechnical Institute
50 Gould Street
Toronto, Ont. M5B 1E8

Saint Mary's University
Halifax, N.S. B3H 3C3

University of Saskatchewan
Saskatoon, Sask. S7N 0W0

Université de Sherbrooke
Cité universitaire
Boulevard de l'Université
Sherbrooke, Qué. J1K 2R1

University of Toronto
Toronto, Ont. M5S 1A1

University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

University of Waterloo
Waterloo, Ont. N2L 3G1

The University of Western Ontario
London, Ont. N6A 3K7

University of Windsor
Windsor, Ont. N9B 3P4

York University
4700 Keele Street
Downsview, Ont. M3J 1P3

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Abbey, D. A7
Allard, P. F23
Andresen, S.A. B56
Andrews, J. A21
Asch, M. E37
Aubertein, C. A38, B52, C62, F23
Axelrod, P. A30, A31
Ayers, J.D. F7
Badeau, D. C9
Baker, J.M. F17
Baril, D. E21
Beal, J.C. A26
Bélanger, C.H. B60
Bélanger, J.-C. C32
Belanger, R.J. E10
Bellemare, G. C6
Bergen, J.J. A28
Berghofer, D.E. A6
Berlage-Smith, M. C26
Bernard, P. B53
Betcherman, G. B30
Bird, T. E11
Bizier, N. C33
Boe, R. B39
Boisset, A. C40
Boyd, E.M. F22
Bremner, L. E26
Briand, J.-M. C29
Bryson, J.A. E21
Butterfield, P. C20
Campbell, M.-L. B6
Cap, O. A25
Carrigan, O. E38
Carter, G.E. B26
Cervera, D. C35
Ceschi-Smith, M. D5, F16
Clark, A. C40
Clark, R.J. A8
Clarke, G.G. A12
Clement, T. B25
Cohen, M. C58
Combs, A.E. A11
Cosman, J.W. A20
Coughlin, R. E42
Cousineau, J.G. B23, B24
Coward, H.G. C23
Cranton, P.A. C46
Crocker, R.K. F18
Crook, J. C37
Crowe, W.R. F19
Curry, L. F10-F13
Daniel, J.S. F5
Das, M. E2
Dasgupta, S. A9
Demers, M. E39
Dennison, J.D. E13, E27-E34
Devlin, L.E. E8, F3
Dion, J.-F. C1
Dover, A. E25
Downey, J. E44
Draper, J.A. A29
Dravland, V. C55
Drouin, B. C27
Dubray, B.L. B65
Dung, D.D. C51
Dunlop, E.A. F6
Dunton, D. C58
Dupuis, P. C1
Egron-Polak, E. A39
Ellis, D. E3, E4
Fales, A.W. F21, F22
Farrant, R.H. E24
Fedchuk, N. B35
Feldman, E. C37
Fester, G. B46
Fisher, H.K. A10
Fisher, P. E18
Fjerestad, L. B45
Ford, B.W. E21
Forrester, G.C. E13, E27-E34
Fortier, M. C62
French, S. C37
Furedy, C.P. C59, C60
Furedy, J.J. C59, C60
Gadbois, L. C28
Gagnon, R. A37
Gale, J. C7
Gallagher, C. B38
Gass, D. F12
Gauthier, F. E17
Geis, G.L. D4
Gervais, M. A38, C62, C63, F23
Gibson-Garvey, S. C15
Gidney, R.D. A8
Gillett, M. A18, A19
Gingras, P.-E. C28
Girard, L. C6
Goyette, G. C8
Grand'Maison, P. E35
Greenhill, C.J. F14
Gregor, A.D. A25, C38
Haines, V.Y. C46

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Ham, J.M. B67
Haney, P. E16
Hannah, K.J. B44
Hansen, B.L. B43, D1
Hari Das, T.P. C7
Harvey, E. B1
Hasan, A. B30
Haughey, M. F20
Hayden, J.M. A3
Haywood, L. B55
Headlam, A.H. B7
Hendry, A.M. E1
Herman, R. C3
Hicks, P. B5
Hillman, E.A. A5
Hole, R. C48
Holland, J. B3, B40
Holmes, G. C56
Holmlund, B.A. B65
Houle, G. D2
Howe, B. C12
Hubert, F. E14
Hymovitch, J. E25
Jackson, J. C12
Johnston, C.M. A2
Jones, G. E13, E27-E34
Jones, H. E18
Kanungo, R.N. A13
Katz, S.M. C65
Kay, B.D. B11
Keehn, B. E23
Kehayas, E.C. C65
Kellett, M. C47, C48
Kennedy, J.R. A32, C57
Kerr, R. B23
Kiggunden, M.N. A13
Kirouac, R. C21
Klein, L. E21
Kobinger, N. C32
Kulich, J. B47
Laferrière, M. A17
Laliberte, G.E. B10
Laliberté, J. C24
Lam, Y.L.J. F1, F2
Lambert, G. A8
Lamy, F. C36
Landry, D. C61
Lang, H. C44
Larkin, P.A. B28
Larsen, J.B. B18
Larue, M. C22
Lauzon, M. E40, E41
Lavoie, L. B65
Law, A.G. F8
Leaman, H.L. C14
Leclerc, G. A16, C16
Lewis, M. C49
Livingstone, D. B2
Lynd, D.J. E10, E11
MacKeracher, D. F21
MacLeod, M. A14, A15
MacPhail, J. B18
Maguire, R.B. F8
Maguire, T.O. E17
Maranda, P. D2
Marcil-Faubert, C. E7
Martel, L. C34
Masse, T. B34
McAuley, R. C2
McCort, H. E26
McKellar, I. A21
McKenna, M.O. A40
McLean, L.D. E17
McLeish, J. C12, C13
McLeod, J. E5
Merner, R. B38
Merriam, G. B17
Michaud, D.M. A36
Michaud, Y.C. C30
Miner, F.C. C7
Mirus, R. E43
Mitchell, A. E15
Moir, J.S. A1
Molineux, J. E35-E37
Moore, G.A.B. C19, D5
Morey, L.R. E9
Morin, A. A37
Mouelhi, M. E10
Mydlarski, D. C56
Nadeau, J.-R. C10
Narang, H.L. C44
Newton, K. B30
Normandeau, M. C32
Nowlan, D.M. B67
Olivier, W.P. C4, C65
O'Neill, G.P. C45
Orr, R. E23, E24
Osborne, K. A25
Otte, F. B25
Paquin, R. C6
Paramskas, D. C56
Parker, N.I. E12

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Pearse, H. E6
Pilkington, G. A24
Pinard, C. B9
Pinelli, J. E15
Pinker, S. D6
Pliniussen, J.K. B20
Post, K.H. A11
Purdy, J.D. A8
Purkis, I.E. F1, F10
Quazi, S. B3, B40
Radcliffe, D. F9
Ramsay, L. B9
Renaud, J. B53
Reynolds, D.V. C66
Richardson, A.W. B8
Rickwood, R. C61
Riverin-Simard, D. C10
Robertson, G. C58
Rockley, J.W. B58
Rogers, W.T. E17
Rowen, N. B2
Russell, N. B32, B33
Saint-Jacques, D. D2
Sample, J. B25
Sanger, C. E18
Schaller, J. C44
Schmidt, G.B. E1
Schmidt, J. B36
Scholfield-Sweet, K.L. C15
Schulz, W. A25
Scott, G. C4
Seeley, B. E15
Seely, R. C40
Sheese, R.L. C17, C18
Sheffield, E. A21, A22
Shelton, D. A37
Shepherd, E. B25
Shore, B.M. D6, E25
Shute, J.C.M. C19
Siddiqui, F. B54
Sisco, N.A. B57
Skolnik, M. B3, B41, B42
Smith, R. D4
Smith, W.A.S. F14, F15
Soler, R. A37
South, G.R. B17
Spasoff, R.A. B19
Stager, D. B21, B22
Stapleton, J. A21, A23
Starnes, C. C39
Steele, J. C64
Stevens, B. E15
Stewart, M.F. C14
Stinson, S.M. B18
Stroud, M.A. F5, F14, F15
Swan, P.M. B65
Symington, D.C. C49
Taylor, H. C43
Taylor, R.M. B47
Tegenfeldt, H. C47
Tetlow, W.L. B47
Thiessen, E. C23
Thomas, A.M. A7
Thomas, R.E. B20
Thompson, J. F5
Thorlacius, J. C52
Torkia-Lagacé, M. C41, C42
Tough, A. C50
Tracz, G. B4
Tremblay, L. B60
Turmel, A. D2
Twa, R.J. C51, C53
Uhl, N.P. B31
Van Dromme, H. A17
Vassart, P. D3
Veltman, C. E20
Vigoda, D.S. F21
Villeneuve, C. C31
Villeneuve, J. C8
Vladicka, A.S. A6
von Zur-Muehlen, M. B61-B64
Waldron, M. F16
Waniewicz, I. F17
Warrack, B. B32-B37
Watts, R.L. B67
Weiss, J. C5
Weston, W. E36
Whitehead, R. C54
Williston, R.H. E19
Winchester, I. A4
Wisenthal, M. A21
Woodrow, M. B29
Woodruff, S. C25
Woodward, C.A. C2